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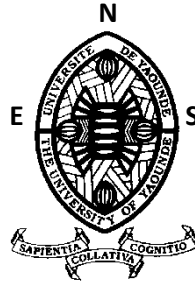
REPUBLIC OF CAMEROON
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AN INVESTIGATION OF CLASSROOM PRACTICES IN SOME SECONDARY SCHOOLS IN YAOUNDE: THE CASE OF GBHS MENDONG AND *COLLÈGE LA RETRAITE*

A Dissertation Submitted in Partial Fulfilment of the Requirements for the Award of the Postgraduate Teacher's Diploma (DIPES II) in Bilingual Studies

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Yaounde, June 2016

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DEDICATION

To my parents, Mr Tchito and Mrs Claudine Tchito

ACKNOWLEDGEMENTS

ABSTRACT

Although issues related to learners' and teachers' competence in Cameroon have received considerable attention over the years, issues related to the interaction between teachers and learners in the process of acquiring knowledge in the language classroom have received limited scholarly attention. Formal learning, in Cameroon, for the most part, takes place in the classroom, and generally, the focus is always geared towards facilitating learning. Therefore, in this study we set out to explore the practices in the language classroom that enhance learning. The theoretical frameworks, adopted for this study were the postmodern pedagogy, the socio constructivist theory and the input hypothesis. Research questions were raised to guide this study and they laid the foundation for the development of questionnaires, interview questions and observation checklist. The population of study was made up of 140 students and 14 teachers from two different institutions: GBHS Mendong and *Collège la Retraite*. Findings revealed that, though some of the teachers made conscious efforts in the use of various classroom practices to enhance learning, the majority of them didn't seem to bother so much, and, quite often, their lessons were mostly teacher centred. However, considering the large number of students in the classroom and their usual obstinacy in following up their lessons closely, the teachers' tasks were observed to be even more challenging. In effect, it was noticed that classroom activities do not sufficiently provide learners with the opportunity to practice the language communicatively. The above results suggest that classroom activities, especially in the language classroom leave much to be desired. There is, therefore, the need for learners to be at the center of the learning process.

RÉSUMÉ

Au fil des années, les études menées au Cameroun liées aux rapports enseignants apprenants ont reçues une attention considérable ce qui n'a pas toujours été le cas des études liées aux interactions entre enseignants et apprenants. Etant donné qu'une grande partie de l'éducation formelle se fait en salle de classe, elle, a généralement pour objectif de faciliter l'apprentissage. Ainsi, notre étude s'attèle à explorer les différentes pratiques de classe qui promeuvent la facilitation de l'apprentissage. Les cadres théoriques adoptés pour cette étude étaient la pédagogie postmoderne, le constructivisme et l'hypothèse des données intelligibles. Des questions de recherche ont été posées pour guider cette recherche et elles ont servies de base pour l'élaboration des questionnaires, d'interview et d'une grille d'observation. La population d'étude comportait 140 élèves et 14 enseignants issus de deux différentes institutions notamment le Lycée Bilingue de Mendong et le Collège La Retraite. L'étude nous a révélé une certaine insuffisance en ce qui concerne l'implémentation des pratiques de classe. Malgré le fait que certains enseignants intègrent réellement des pratiques qui promeuvent l'apprentissage, une grande majorité ne prend pas le temps de le faire car leurs leçons sont habituellement centrées sur le professeur. Néanmoins, la tache de l'enseignant n'est pas aisée lorsque nous prenons en considération le nombre pléthorique d'élèves en salles de classe ; de plus, l'obstination des apprenants à suivre leurs leçons d'anglais de façon continue. Il a également été constaté que les activités proposées en classe ne fournissent pas suffisamment d'opportunités aux apprenants pour qu'ils puissent utiliser la langue de manière communicative. Les résultats ci-dessus mentionnés suggèrent que les activités dans la classe de langue laissent peu à désirer. Il existe donc le réel besoin de mettre les apprenants au devant de leur apprentissage.

CERTIFICATION

I hereby certify that this work, entitled "An Investigation of Classroom Practices in Some Secondary Schools in Yaounde: The Case of G.B.H.S. Mendong and *Collège la Retraite*" was carried out by FloraTcheutoTchito, under my academic supervision.

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LIST OF ABBREVIATIONS

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

GBHS: Government Bilingual High School

LAD: Language Acquisition Device

SCL: Student-Centered Learning

SLA: Second Language Acquisition

ZPD: Zone of Proximal Development

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CHAPTER ONE

GENERAL INTRODUCTION

Classroom practices are at the center of classroom learning (Griffiths 2007). This suggests that learning is not only an act of transmission of information from one source to the next; it involves specific interactive mechanisms between the teacher and the learner. O'Malley et al. (1985) contends that teachers are generally not aware of their students' language learning strategies, yet their role is to enhance learning in the best way possible. This means that for learning to take place, teachers must create occasions for interaction in the classroom, especially the language classroom, which facilitate the enhancement of learning.

Interestingly, the notion of learning has preoccupied scholars across continents and time (Allwright 1982, O'Malley et al. 1985, Brown 2000, Griffiths 2007among others). Basically, learning is viewed differently by various schools of thoughts. The behaviorists believe that learning is a process of acquiring isolated small units, and that learners develop their language proficiency by accumulating these small pieces (Brown 2000). This suggests that L2 learners acquire words or phrases first, in order to produce sentences. Thus, language learning involves intensive rote verbal practice, and learners acquire a language when their responses to stimuli are conditioned and habits are formed.

Contrary to the behaviorists' view of language, nativists contend that language learning is a result of our predisposed capacity, and input is mainly used as a trigger to arouse our innate language ability; that is, the Language Acquisition Device (LAD). The activated LAD helps us to creatively acquire a language. This is because new knowledge is best absorbed and stored in long-term memory when it is related to existing knowledge (Brown, 2000). From this view, both input and the LAD play significant roles in language learning.

The third school of thought, the constructivists, emphasizes the importance of social contexts in the entire process of learning. To them, human beings develop their linguistic competences through interaction with others. The implication here is that social interaction plays an important role in students' learning. Blake & Pope (2008) argues that it is through social interaction that students learn from each other, as well as adults. Fogarty (1999) adds that that we learn first through person-to-person interactions and, then individually, through

an internalized process, that leads to deep understanding. Language learning is, therefore, not only the internal assimilation of structural components of language systems; rather, we also acquire the communicative intentions and specific perspectives on the world that are embedded in them, and thus we learn how to take actions with our words through person-to person interaction.

Classroom interaction is one of the primary means by which learning is accomplished. Interaction or human interaction has been defined as a process whereby two or more people are engaged in reciprocal actions that may be verbal or non-verbal (Celce-Murcia 1987). In language classrooms, through their interactions, teachers and students construct a common body of knowledge. They also create mutual understandings of their roles and relationships, and the norms and expectations of their involvement as members in their classrooms. The Communicative Language Teaching (CLT) approach reveals that communication and interaction are the purpose of language learning (Richards & Rodgers 1986), and previous studies on communicative language teaching (Hymes 1972; Nunan 1991) show that interaction facilitates the learning of language functions as well as target language forms. This approach to language teaching advocates the teaching of a language for communicative purposes, not just for the purpose of passing an examination as it seems to be the case in most Cameroonian secondary schools nowadays (Essossomo 2013).

CLT reflected a move away from linguistics as the main or only basis for deciding what the units of language teaching would be. Developers of the CLT believed that more communicative interaction would have a positive effect on learners' motivation (Lightbown 2000). Also, Liu (2013:129), citing Maley (1984), states that CLT was once applauded as an effective approach to teach English as a Second Language and even English as a Foreign Language (EFL) context because it helps learners develop fluent use of English by involving them in accomplishing tasks in interactive ways.

In Cameroon, there has been a paradigm shift in curriculum which has resulted in the implementation of the Student-Centered Learning (SCL) approach, putting students at the centre of the learning process. The teacher provides students with opportunities to learn independently and from one another, while they play the role of the competent coordinators. Perhaps, if the SCL approach is properly implemented, it might lead to an increase in students' motivation to learn, greater retention of knowledge, deeper understanding, and more positive attitudes towards the subject, being taught (Seng 2014). This is perhaps important,

considering that when learners discover language themselves, they scarcely forget (O'Malley et al. 1985); it becomes part of their language repertoire.

The question which arises is to find out the extent to which teachers of English in Yaoundé implement classroom activities which prompt meaningful interaction and thereby enhance the learners' linguistic and communicative competence. This explains why the current research sets out to achieve a number of specific objectives.

This study seeks to describe teachers' implementation of classroom practices in general and classroom interaction in particular; to describe the students' participation in the English language classroom situations; and to describe the possible pedagogic implications of the various classroom practices on the learners' actual performances.

In order to achieve the above specific objectives, we were guided by the following research questions:

1) Do teachers of English as a Foreign Language (EFL) implement and vary their classroom activities during language lessons?
2) What are the interactional patterns commonly found in language classrooms.
3) How do teachers of English in Yaoundé interact with their learners in the process of English language teaching and does it favour learners' participation in the learning process?
4) Do the classroom activities favour student-centered learning?

From the above discussion, the scope of the study can be easily identified. Though the language classroom involves several issues, the current study is limited to classroom practices that facilitate teacher-learner interactions and facilitate the learning process. In terms of the institutions and informants, we randomly considered two secondary schools in Yaounde: GBHS Mendong and *Collège la Retraite*. With regard to the informants, we randomly sampled 14 teachers and 140 students.

As concerns the structure of the work, this study is divided into five chapters. Chapter One which is basically introductory presents the background to the study, the purpose, the research questions, the significance of the study, and the structure of the work. Chapter Two focuses on theoretical issues and literature review. In Chapter Three, we describe the methodology used in carrying out this study. Chapter Four presents and discusses the findings of the

investigation. Chapter Five, which is the last chapter, provides a synopsis of the findings, discusses the implications and recommends areas for further research.

CHAPTER TWO

THEORETICAL ISSUES ANDRELATED LITERATURE

2.0 INTRODUCTION

This chapter focuses on two major aspects: the theoretical consideration and review of related literature. With regard to theoretical frameworks, the theory of postmodern pedagogy, social constructivism and input and output hypothesis constitute the perspectives from which this study is carried out. The second part of this section which is the review of related literature, we focus on the Communicative Language Teaching approach to learning (CLT), classroom practices, active learning, classroom interaction, and related empirical studies.

2.1 Theoretical Issues

In this part of this chapter, we begin with the postmodern pedagogy theory, social constructivism and input and output hypothesis. The reason for the choice of these theoretical paradigms is that as the main focus of the work is on second language acquisition, these theories highlight the various ways through which the normal classroom functions in a communicative perspective.

2.1.1 Postmodern Pedagogy

Postmodernism is the period that comes after the modernist period. According to one theorist, postmodernism is the passage from 'solid' (stable) times to 'liquid' times (Bauman 2007). It is the end of traditional structures and institutions, and the end of what another theorist calls 'grand narratives' (Lyotard 1984). In postmodernism, there is a loss of faith in the idea of progress, the idea that we are gradually heading along the one true pathway towards universal goals. Instead, there is an emphasis on multiple pathways and plurality; on diversity and difference; and on the partiality of all knowledge.

Postmodern pedagogy was described by the educator Paulo Freire. He believes that students have the ability to reason critically about the world. This thinking helps them to recognize connections between their individual problems and experiences and the social contexts in which they are embedded (Hicks, 2004). Postmodern pedagogy is, therefore, the

deconstruction or the rejection of the traditional set of principles that can be applied in all contexts. Postmodern thinking is not concerned with prescriptions for how we may act. It is more a coming together of diverse ideas which seek to interpret the human condition towards the end of the 20th century.

With this pedagogy, the role of the teacher and the students are both reconsidered. The teacher becomes a guide and the student is at the centre of the learning process. Education is therefore reconsidered at the level of the content of the lesson, the task proposed to students, the language used in the classroom and the different roles teachers and learners play in the teaching process (Hicks 2004, Breen 1999).

As to what concerns the content of the lessons, Postmodern condition questions established knowledge, proposes that alternative meaning are not unavoidable, but to be searched for. This means that there are no longer right answers and single meaning but provisional situations and alternatives meaning which are taken as equally valid until accepted as inadequate for task in hand. Moreover postmodern pedagogy assures that the forms and conventions of any language are always open to change and inventions. The teacher becomes the person who explicitly encourages diverse interpretations and who encourages the students to speak. And build their own knowledge based on their experiences.

In the same vein, Breen (1999) sees experiences as the core starting point of attention. In postmodern pedagogy, classroom work is built upon learners and teachers experiences. Experiences are things to be constructed and reconstructed and the classroom can be seen to be an ideal laboratory for the collection, stimulation and study of experiences. The classroom process, therefore, encourages alternative interpretation of experience.

Tasks in the language classroom should be handled differently in this new approach to language teaching. Learners will constantly engage in language games as play is a key characteristic of postmodern pedagogy. Ludic linguistics involves the learner in actually breaking and reinventing rules and conventions governing language and discourse patterns which amuses, relaxes and is being recreative and inventive.

Classroom tasks in the context of postmodern pedagogy should therefore encourage students to construct their own knowledge, and the teacher's role is de-emphasized; teachers do not spend time in the front of the class lecturing, but rather on the side helping students

discover things for themselves. Here, teachers de-centre themselves as the authorial ego, thereby, enabling students to value their own opinions in performing tasks.

Moreover, classroom tasks deconstruct the traditional notion of the teacher as the centre of knowledge, authority, and controller, and students become the focus of the classroom. Postmodern learners would constantly ask questions, look for alternative answers, and discover how to criticize solutions and interpretations that do not appear to work, rediscovering that the learning process and its outcomes are unpredictable, and that "correctness" or "rightness" is relative, learners will accept, and even seek out ambiguity.

Postmodern classroom discourse is different from those characteristics of classroom discourse. Instead of being orchestrated by the teacher to resemble a reasonably well structured dialogue, the discourse of postmodern classroom is more likely to resemble several simultaneous conversations. The dialogical approach to learning abandons the lecture format and the banking approach to education in favor of dialogue and open communication among students and teachers- teaching and learning are a two-way process (Friere, 1999). The dialogical method contrasts with antidialogical method, which positions the teacher as the transmitter of knowledge.

This entails that the language classroom ceases to be the place where knowledge of language is provided by the teacher and it becomes the place from which knowledge of language and its use is sought by the teachers and learners together; the classroom walls becomes its windows (Breen, 1999). In the same vein, Freire (1999) argues that education is traditionally framed as an act of depositing, in which the students are the depositories and the teacher is the depositor. In this framework, the teacher lectures, and the students memorize and repeat. Freire explains that this banking model of education is generally characterized by the following oppressive attitudes and practices: the teacher teaches and the students are taught; the teacher knows everything and the students know nothing; the teacher thinks and the students are thought about; the teacher talks and the students listen-meekly; the teacher confuses the authority of knowledge with his own professional authority, which he sets in opposition to the freedom of the students; and the teacher is the subject of the learning process, while the pupils are mere objects.

As discussed above, the role of the language learner in postmodern pedagogy is very central as his/her choices affect the learning process. There are three main types of learning strategies upon which the learner can fetch in the course of learning a second language: meta-

cognitive strategy, cognitive strategy and social strategy. Meta-cognitive strategies involve planning and directing learning at a general level, monitoring one's speech and evaluating how well one has done. The cognitive strategy is concerned with the conscious ways of tackling, resourcing and elaborating, that is relating the new information to the old. Social strategies involve learning by interacting with others such as working with fellow students and asking help from the teacher from time to time. It involves the following: cooperation, clarification, and self-task. In other words, the learners have to be interactive and do not solely depend on what the teacher says but develop their learning strategies.

2.1.2 Social Constructivism

The social constructivist was developed by the psychologist Lev Vygotsky. This theory argues that learning is a social construct, thus, learners are encouraged to construct their own knowledge in real contexts based on previous learning. It is through interaction with the environment, that the student is more likely to learn a language. When this conception is introduced in the classroom, we find out that the child learns by doing, experimenting or testing. Benjamin Franklin cited by Richard and Rodgers (1986: 100) emphasizes this idea by asserting: "Tell me and I forget, teach me and I remember, involve me and I learn". This point of view contradicts the traditional notion where learning is seen as the passive transmission of information from one individual to another (Kanselaar, 2002). Involving learners in the learning process brings about learning.

Piaget was the first to state that learning is a developmental cognitive process, that students create knowledge rather than receive knowledge from the teacher. He recognized that students construct knowledge based on their experiences, and, how they do is related to their biological, physical and mental stage of development (Hammond et al, 2001).

Vygotsky, extended Piaget's developmental theory of cognitive abilities of the individual to include the notion of social-cultural cognition- that is, the idea that all learning occurs in a cultural context and involves social interactions. He emphasized the role that culture plays in developing students' thinking and the ways in which teachers and peers assist learners in developing new ideas and skills. Vygotsky proposed the zone of proximal development (ZPD): "the range of tasks that children cannot yet perform independently but can perform with the help of guidance of others" (Ormrod, 2002 cited by Pei-Yi Ou Yang,

2007). Children, hence, are able to acquire new knowledge which is slightly beyond their current competence as a result of their interaction with more competent interlocutors (Ellis, 1997).

Based on the ZPD, we find out that there are two types of levels in the course of learning: the level of actual development which is the level of development that the learner has already reached, and is the level at which the learner is capable of solving problems independently; and the level of potential development which is the level of development that the learner is capable of reaching under the guidance of the teachers or in collaboration with peers. The learner is capable of solving problems and understanding material at his level of actual development; the level of potential development is the level at which learning takes place. It comprises cognitive structures that are still in the process of maturing, but which can only develop under the guidance of or in collaboration with others.

In this light, social constructivism emphasizes the impact of collaboration and negotiation of meaning on thinking and learning. Collaborative learning methods require learners to develop teamwork skills and to see individual learning as essentially related to the success of group learning. Also, collaborative learning should be seen as a process of peer interaction that is mediated and structured by the teacher who often breaks the students into groups to ease their learning. Discussions can be promoted by the presentation of specific concepts, problems or scenarios; it is guided by means of effectively directed questions, the introduction and clarification of concepts and information and references to previously learned techniques.

It is worthy to note that socio-contructivism propounds the idea of learning as meaning making, and learning as the negotiation of meaning. However, Kanselaar (2002) stresses the fact that contructivists do not subscribe to the view that all meaning is equally valid because it is personally constructed. Rather, meaning is reflected in the social beliefs that exist at any point in time by a certain community. To aptly illustrate this idea, it is important to cite some of the characteristics of a constructivist learning environment as described by Jonassen (1994) cited by Kanselaar:

- They provide multiple representations of reality.
- Multiple representations avoid oversimplification and represent the complexity of the real world.
- They emphasize knowledge construction instead of knowledge reproduction.

- They emphasize authentic tasks in a meaningful context rather than abstract instruction out of context.
- They provide learning environments such as real-world settings or case-based learning instead of predetermined sequences of instruction.
- They encourage thoughtful reflection on experience.
- They enable context- and content- dependent knowledge construction.
- They support collaborative construction of knowledge through social negotiation, not competition among learners for recognition.

From the above characteristics, constructivist learning stresses the importance of students' active participation as a means to learn. Here, students are confronted with tasks based on real life situations from which they are expected to fetch from their experiences and cognitive knowledge to solve the tasks through negotiation of meaning. The teacher's role is to provide these real-world contexts and to guide the students in the course of their learning.

2.1.3 Input and Output Hypothesis

In handling this section, on the one hand, we shall discuss Krashen's comprehensible hypothesis and on the other hand, we shall discuss Swain output hypothesis. Both theories are linked to the process of Second Language Acquisition (SLA).

1. Krashen's Comprehensible Input Hypothesis

Krashen in his theory of language learning, proposed a monitor model of second language learning including five hypotheses: the input hypothesis, the natural order hypothesis, the acquisition-learning hypothesis, the monitor hypothesis, and the affective filter hypothesis. The hypothesis related to this study is the input hypothesis which is put forth because it is also necessary to be able to understand and process the input for second language acquisition to take place.

Language input is considered as a highly essential factor in SLA process. It can be either written or oral and obtained in natural settings or in the classroom. In this relation, the input hypothesis continues to make strong claims regarding the role of language input and the necessity of exposure to comprehensible language input in SLA. The input hypothesis strongly claims that for SLA to take place, language learners should have exposure to a type of second language data which they comprehend. Krashen identified comprehensible language input as the only causative variable in SLA (krashen, 1981 cited by Bahrani, 2013).

Gass (1997) also considers the role of language input in the input-interaction model. Here, the learner must first notice that there is something to learn. Then, the learner's attention is drawn to those parts of the input which do not coincide with his internalized competence. In this model, language input is necessary for providing information for language construction. However, according to Krashen, for SLA to occur, language learners have to have been exposed to comprehensible language input that includes language structures that are beyond their current level(i+1).

This theory implies that the language teacher who is the main source of comprehensible input to the learners should be highly proficient thereby supplying the necessary amount of input the learners will need for second language acquisition to take place. Nevertheless, comprehensible input can also be provided by peers. Thus, the teacher should emphasize peer learning and instruction. Also, the teacher should provide contextual information to help learners reach comprehension. Comprehensible input provided in sufficient quantity enables the learner to produce the language on their own without the teacher having to follow the natural order of language acquisition.

Comprehensible input is essential but not sufficient in promoting second language acquisition. Another factor that enhances second language acquisition is output. Output can push learners to notice a gap between learner's interlanguage and target language, hence, fostering language learning.

2. Swain's Comprehensible Output

Swain views meaningful output as central to the process of language acquisition because it provides learners with opportunities to work with language in contextualized and meaningful situations.

The concept of negotiated meaning comes from the way people communicate with each other. To clarify meaning in conversation, speakers often participate with a certain level of give-and-take—a kind of back-and-forth exchanges that lead to effective understanding. This happens among native and non-native speakers, the give-and-take process serves as a trial-and-error series of exchanges in which language becomes successively modified until both parties understand the communication. Non-native speakers receive inputs from their conversational partners. If the words are not understood, language learners request more comprehensible inputs by asking for repetitions or clarifications, causing the native-speaking

listener to paraphrase or offer environmental clues such as gestures, facial expressions, drawings, to make meaning clearer. Further, Swain defines three functions of output:

- **Noticing function**: Learners encounter gaps between what they want to say and what they are able to say, and so they notice what they do not know or only know partially in this language.
- **Hypothesis-testing function**: When a learner says something, there is always at least a tacit hypothesis underlying his or her utterance, such as grammar. By uttering something, the learner tests this hypothesis and receives feedback from an interlocutor. This feedback enables the reprocessing of the hypothesis, if necessary.
- **Metalinguistic function**: Learners reflect on the language they learn, and thereby the output enables them to control and internalize linguistic knowledge.

This theory implies that learners need the opportunity to practice the language. This practice with English-speaking peers is called comprehensible output. Many researchers feel that comprehensible output is nearly as important as input. Cooperative learning groups are one way for new learners of English to receive plenty of understandable input and output. Here are some reasons why:

- A small group setting allows for more comprehensible input because the teacher or classmates modify or adapt the message to the listener's needs.
- Speakers can more easily check on the understanding of the listener.
- There is more opportunity for oral practice and for repetition of content information as peers help new learners of English negotiate meaning.
- Student talk in this small group is centred on what is actually happening at the moment as the task is completed.
- Feedback and correction are non-judgmental and immediate.

2.2. Literature Review

In this other section, we will discuss the Communicative Language Teaching approach to teaching, the classroom practices, classroom interaction, active learning and related empirical studies.

2.2.1 Communicative Language Teaching

Communicative language teaching approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. The traditional

approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. The emphasis switched from the mechanical practice of language patterns associated with the Audiolingual Method to activities that engaged the learner in more meaningful and authentic language use.

While grammatical competence was needed to produce grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making request, giving advice, making suggestions, describing wishes and needs, just to name a few. What was needed in order to use language communicatively was communicative competence. (Richards 2006).

CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. Teaching practices that help learners develop their communicative competence in an authentic context is seen as a beneficial form of instruction. Richards (2006) adhere to this view by stating that the advent of CLT brought about a change in classroom teaching methodology. It was argued that learners learn a language through the process of communicating in it, and that communication that is meaningful to the learners provides a better opportunity for learning than through a grammar-based approach. Thus, the following principles were developed:

Make real communication the focus of language learning; provide opportunities for learners to experiment and try out what they know; be tolerant of learners' errors as they indicate that learning is building up his or her communicative competence; provide opportunity for both accuracy and fluency; link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world; and let students induce or discover grammar rules.

In applying these principles in the classroom, new classroom teaching techniques and activities are needed and new roles for the teachers and learners. The type of classroom activities proposed in CLT also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning. Students have to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model. They are expected to take on a greater degree of responsibility for their own learning. And teachers now have to assume the role of facilitators and monitors. Rather than being a model

for correct speech and writing and one with the primary responsibility of making students produce plenty of error-free sentences, the teacher has to develop a different view of learners' errors and of his/her own role in facilitating language learning.

Classroom activities in CLT

With the advent of the CLT, there was the need to develop classroom activities that reflect the principles of a communicative methodology. Richards (2006) reviews the following activities:

1. Accuracy versus fluency activities

Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use.

2. Mechanical, meaningful and communicative practice

Richards also distinguishes between three different kinds of practices- mechanical, meaningful, and communicative. Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Meaningful practice refers to activities where language control is still provided but where students are required to make meaningful choices when carrying out practice. Communicative practice refers to activities where practice in using language within a real communication context is the focus, where real information is exchanged, and where the language used is not totally predictable.

3. Information-gap activities

It refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. They will, hence, need to draw available vocabulary, grammar and communication strategies to complete a task.

4. Jigsaw activities

They are also based on the information gap principle. Typically, the class is divided into groups and each group has part of the information needed to complete the activity. The class must fit the pieces together to complete the whole. In so doing, they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

For the activities developed above, there is the need to lay emphasis on pair and group work and the need for authenticity to make them reflect the objectives of the CLT. It is argued that through pair or group work, learners can learn from hearing the language used by other members of the group; also, they will produce a greater amount of language than they will use in teacher-fronted activities; and they will have the opportunity to develop fluency.

Furthermore, classroom activities should parallel the real world as closely as possible. Given that language is a tool of communication, methods and material should concentrate on the message and not the medium. Authentic materials provide cultural information about the target language; more so, they provide exposure to real language; they also relate more closely to learner's need; and they support a more creative approach to teaching.

2.2.2. Classroom Practices

In this section, we shall look at the pedagogic practices in the EFL classroom and the social dynamics of language classroom.

1. Pedagogic Practices in the EFL Classroom

Under the pedagogical practices, we are going to analyze the different factors that influence teachers' pedagogical practices. Among these factors we have teachers' cognitions, teachers' perceptions of the nature of students, and the physical classroom context.

Teachers' Cognitions

By teachers' cognition, we think of teacher's knowledge and teacher's belief. Alzaanin (2014), after reviewing past researches on pedagogical practices, reached the conclusion that teacher's beliefs, knowledge and understanding about teaching and learning are constructed through their experience and interactions in their classrooms, with their students, and through professional learning and development. In other words, teacher's conceptions about learning and teaching drive classroom actions and influence students' learning.

Lightbrown (2000) goes further by arguing that teachers need to continue to draw on many kinds of knowledge and experience in determining the teaching practices which are appropriate for their classrooms. In the same vein, Liu (2013: 129) citing Shulman (1986) states that to accomplish effective teaching, teachers need to combine the subject pedagogy so that they demonstrate an understanding of how particular topics, problems or issues are organized, represented, and adapted to diverse interests and abilities of learners, and presented for instruction. This implies that, in order to make knowledge understandable and teachable to students, teachers transform knowledge into forms of representations, illustrations, examples and explanations, and demonstrations. These transformations are influenced by teacher's knowledge and beliefs of the teaching and learning process. We can, thus, conclude by saying that teachers' cognition highly influences classroom practices.

Teachers' Perceptions of the Nature of Students

The way teachers perceive their students can influence their classroom practices. Students' attitude towards the subject matter has an impact on the teacher and the way he perceives them. They may be unmotivated and passive students, that is unwilling to learn and exert efforts. Some students are grade-oriented, they do not learn for learning itself or expanding their knowledge; instead, they learn so as to get marks. Their attitudes toward the lesson can demoralize the language teacher, thereby, influencing his/her classroom practices negatively. However, the teacher should serve as a guide to his/her students. Through orientation and an understanding of learner's differences by the teacher, the teaching-learning process can achieve better outcomes.

The Classroom Context

The huge number of students in the classroom, the rigid physical organization, and the shortage of time serve as barriers that constrain classroom practices. The huge number of students makes it impossible for learning to be effective and efficient in a limited amount of time. Having a big amount of students in the classroom hinders the teacher's ability to give feedback, to evaluate students' participation, to check students' activities in group and pair works. Also, the rigid physical organization of a classroom will render some classroom activities difficult to take place in the language lesson.

2. Social Dynamics in the Language Classroom

The language classroom can also be perceived from a perspective different from the pedagogical dimension. Pinto da Silva (2001) follows this thought as he looks at the social dynamics of language classrooms. Through this new perspective, he calls for the re-evaluation of the respective roles of teachers and learners. For him, very few studies have been carried out in this domain; thus, the need to explore new ways of observing and interpreting language lessons.

In a similar vein, Kumaravadivelu (1991) asserts that the correlation between teacher's intention and learner's interpretation of these intentions is likely to provide better results in the teaching-learning process. He mentions that "the narrower the gap between teachers' intentions and learner's interpretation, the greater the chances of achieving desired learning outcomes. It is thus important that we understand potential sources contributing to the mismatch between teachers' intention and learner interpretation". The social dynamics of a language classroom is, therefore, important as it helps understand what goes on in the lessons between the different participants.

2.2.3 Classroom Interaction

Interaction occurs everyday in the classroom activities between the teacher and the learners. Interaction is commonly defined as a kind of action that occurs as two or more objects haves an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect. Language learning involves interaction between teacher and students as a channel of realizing its objectives. Interaction is managed by everyone, not only by the teacher in the classroom, but also by the students. This interaction is usually used to express ideas together. Allwright and Breen as quoted by Chaudron (1988) states:

Interaction is viewed as significant because it is argued that:

- Only through interaction, the learner can decompose TL structures and derive meaning from classroom events;
- Interaction gives learners the opportunities to incorporate TL structures into their own speech and;

- The meaningfulness for learners of classroom events of any kind, whether thought of as interactive or not will depend on the extent to which communication has been jointly constructed between the teacher and learners.

He therefore acknowledges the prominent role of interaction to achieve classroom events. Interaction gives learners the opportunity to gain input and to produce output; hence making their learning meaningful. It is important to know the different interactive forms that prevail in language classrooms. Ur (2004) classifies forms of interaction; he uses the following codes to classify them:

TT= Teacher very active, students only receptive

T= Teacher active, students mainly receptive

TS= Teacher and students fairly equally active

S= Students active, teacher mainly receptive

SS= students very active, teacher only receptive

From the above forms of interaction, emphasis should be laid on those forms that require students' active participation in the teaching/learning process. Students are mainly active during classroom activities like group work, class debates, collaborative activities, and full-class interaction activities.

Also, there are different interactive patterns that can develop within the classroom context. We have interaction between teacher and learners, learners and teacher, learner and learner, learner and authors of texts, learner and the community that speak the language.

Classroom interaction and language output are also necessary to foster language learning. Qiaoying (2010) follows this view as he came up with the results that classroom interaction and language output may trigger learners to notice the target form and have a positive effect on improving the learning of a foreign language. Mackey (1999) also emphasizes the importance of comprehensible output as she claims that 'learners in their effort to be understood in the target language, are pushed in their production and may try new forms or modify others. Hence, learners need to have opportunities for output during interaction.

Interaction is a two way process, however, it can proceed harmoniously or it can be fraught with tension. It can be a positive state, where the interactants feel that something worthwhile is being achieved as a result of interaction, or it can be a negative one. Every interaction situation has the potential for cooperation or conflict. The lesson develops according to the attitudes and intentions of the people involved, and to their interpretations of each other's attitudes and intentions.

Having a plan of action means the teacher knows what he or she wants to do in the classroom. The teacher has something to communicate to the students. But, having something to communicate is not the same as actually communicating it. In order to achieve this, the plan of action must be carried out in a context of interaction. The teacher must engage in the sort of interaction with the learners which will enable communication to take place (Malamah 1987). Where there is no interaction but only action and reaction, there can be no communication. Where there is conflict in the interaction, communication breaks down. Only where there is cooperation between both sides involved in the interaction that communication can effectively take place, and learning occur.

2.2.4 Active Learning

Today, the language learning programs place the learner at the centre of the learning program through the introduction of the SCL Froyd and Simpson (2007). The SCL approach includes such techniques as substituting active learning experiences for lectures, assigning open-ended problems and problems requiring critical or creative thinking that cannot be solved by following text examples, involving students in stimulations and role plays, and using self-paced and/or cooperative learning. The concept of active learning is somehow controversial as noted by Prince (2004) for we do not always understand how common forms of active learning differ from each other. Nevertheless, researchers like Bonwell and Eison (1991), Felder et al (2002), McKeachie (1972) have acknowledged the fact that active learning leads to better student attitudes and improvements in students' thinking and writing.

Active learning is generally defined as any instructional method that engages students in the learning process. It requires of students to engage in meaningful learning activities. However, Prince (2004) argues that this definition should not include traditional activities such as homework. In other words, active learning refers to activities that are introduced into the classroom and which render the student active and engaged in the learning process. In context of classroom interaction, we mean classroom interactional tasks that stimulate

negotiation for meaning as they may turn out to be those among several useful language learning activities. They may also be the easiest ways to facilitate learners focus on form. Classroom interactional task often contain learner classroom participation, group work, teacher talk, role plays etc. Nevertheless, simply introducing activities in the classroom fails to capture an important component of active learning. The type of activity is likely to influence the learning outcome. In other words, good activities at the appropriate moment develop understanding of the language point being discussed.

To use active learning techniques effectively, the teacher should think through the learning objectives he/she wants the students to reach, and pick a goal-appropriate activity. Here are some of the active learning techniques one may use in the classroom context.

1) Peer instruction

Peer instruction was developed in physics classes but it can be adapted to a number of other disciplines. Peer instruction has as objective firstly, to focus more on the learners; secondly, to have students connect or apply concepts by explaining to another student or trying to convince another student; thirdly, to enable students to evaluate their understanding of the instructor's explanation; and finally, to move students to a higher learning level.

2) Class debate

To encourage students to organize their thoughts in a critical or argumentative way that takes into account the complexity of issues and the existence of alternative and opposing views; to increase student's public speaking and presentation skills including the ability to think quickly on one's feet; and to develop student's research skills and give them a chance to gain expertise in a particular subject.

3) Role-playing

Role play may be done as a whole class or in small groups to make learning more active. It is useful to increase students' awareness of the interconnectedness of knowledge and the subtle complexities of a situation. Through role play, EFL learners will experience situations in which they will use the language and this will help them apply the language more easily to new situations.

4) Simulations

Simulations can be used to make students more active in their learning and to increase their research skills. They aim at encouraging students to extrapolate beyond the information they receive in class; stimulating creative and original thinking by having students look at their knowledge from a new perspective; and fostering a greater awareness of the interdependence of theories and facts. It can also be used to make students more active in their learning and to increase their research skills.

2.2.5 Related Empirical Studies

Krashen in his SLA theory usually distinguishes between language learning and language acquisition. He believes that a second language can be acquired even if it is learned way after the first language. This, according to him, needs learners' exposure to comprehensible input. He thereby implies that input plays a vital role in the language acquisition process. The role of input is also emphasized by Gass (1997) who believes in the input-interaction model. For him, the language input learners receive is strengthened by the manipulation of the input through interaction. However, Gass does not limit his view on the importance of input but extends it to interaction. He explains that input is more important when it is manipulated through interaction.

Interaction plays a vital role in the language acquisition process. Allwright and Bailey (1991) assert that through classroom interaction, the lesson plan produces outcomes. The teacher has to plan what he intends to teach: the content, the method, and the classroom atmosphere. But it is thanks to classroom interaction that the teacher succeeds in attaining his lesson objectives. So, classroom interaction has an important role in the teaching/learning process.

Added to the above point, the role of interaction is acknowledged by Rivers (1987) when he asserts that the teacher in the teaching-learning process should not be too focused on the best method, the teacher should be looking for the most appropriate approach, design of materials, or set of procedures in a particular context.

Abercrombie (1991) demonstrated that students learned more from being able to compare their judgments with that of peers than from that of their teacher. This leads us to studies that investigate the use of group work activities in language classrooms. Fonsho (2013) focused on the implementation of group work activities in secondary schools in

Cameroon. In his study, he found out that even though teachers make use of group work in their classes, it is only used to teach a particular language items.

Moreover, Jespa (2009) investigated the practice of communicative based activities in the EFL context. Her findings revealed that teachers rarely use communicative-based activities and therefore do not expose learners to varied and more exciting activities that promote learning.

Based on the research on classroom interaction already discussed such as Chaudron (1988), Allwright and Bailey (1991), and Qiaoying (2010); the importance of classroom interaction in the process of language learning is unquestionable and even in the context of EFL learners. For this reason, it is important to investigate the practices of EFL teachers in Cameroon with regards to classroom interaction that promotes learning. Furthermore, given that most researches carried out in the domain of classroom interaction are on Chinese adult students (Qiaoying, 2010), and on Afghanistan students (Azaanin, 2014), they are all different from this present study. This study carried out in Cameroon investigates the practices of EFL teachers with regards to classroom interaction so as to find out the interaction that goes on in the classroom. In order words, if the classroom activities and classroom interaction in the language classroom are suitable for students' learning.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides a description of the methodology used in carrying out the investigation. The focus is actually on the population of study, the sample and sampling technique, the sources of data, the method of data collection, and the procedure of data analysis.

3.1 Research Design

The design for this study is the survey. A survey research design is one in which a group of items is studied by collecting and analyzing data from the new item which can be considered as representative of the entire group. Thus, the findings of this study shall be generalized to the entire population.

3.2 The Population of the Study

Many factors were taken into account for the choice of the population of study. Informants were chosen among learners and teachers of GBHS Mendong and *Collège la Retraite*. Even though many schools exist, these two were taken as sample to represent the government schools and private schools in the Yaoundé municipality. Furthermore, the choice of these schools was as a need to vary the study population and to obtain more valuable results. Moreover, students from *4e* and *1e* were chosen as a means to observe practices both in the lower and upper cycles of secondary education. The students are exclusively of the Francophone sub system of education in Cameroon; thus, they learn English Language as a foreign language.

3.2.1 Students

As said above, the EFL learners included those of *4e* and *1e* in both GBHS Mendong and *Collège la Retraite*. The students of *4e* have been studying the English Language for about 3years and above. The students chosen were those who originate from a purely francophone home where English language is not part of their day-to-day interactions. The reason is that they actually represent the target population of the Yaoundé Municipality. Learners of *1e*

have been exposed to the English Language for not less than 6years, therefore, they have had time to be exposed to the language and the teaching practices.

3.2.2 Teachers

Teachers were chosen exclusively from the Department of English no matter their level of qualification and their teaching experiences. What we are interested in this study is to evaluate the teaching of EFL by all teachers. Teachers contributed in filling the questionnaires, attending to the interview and by accepting their lessons to be observed and taped.

3.3 Sample

A total number of 140 students were sampled from both institutions amongst which 70 came from GBHS Mendong and 70 others from *Collège la Retraite*. The sampling technique used was the simple random sampling technique. However, students to whom the questionnaires were given affirmed that they came from purely francophone backgrounds.

3.4 Method of Data Collection

The research instruments used in collecting data for this research included a questionnaire, an interview, and classroom observations.

3.4.1Questionnaire

The questionnaires designed for this study were meant to gather information about the teaching practices used in the English Language classroom. There was a questionnaire meant for teachers and another for students. The teachers' questionnaire was made up of 15 items while the students' questionnaires consisted of 13items. In both questionnaires, the first four questions required personal information about the informants. Next, were a series of questions, each set up on the basis of the research questions developed in the introductory paragraph of the study.

3.4.2 Classroom Observation

Besides asking questions, classroom observation was another research instrument that was used to gather information for the study. Observation is fundamentally different from questioning because it provides direct information rather than self report accounts, thus,

making it an integral part of the research repertoire of the study. The classroom observations in this study were guided by a classroom observation checklist. The checklist is made up of six sections. The first section gives general information about the lesson observed. The rest of the checklist is composed of class structure, methods, teacher-student interaction, content and the last section handles other comments about classroom activities. Moreover, audio tapes of the lessons were carried out to have an inside of what happens in the classroom. Tapes of two lessons were transcribed for data analysis and are found in appendix D.

3.4.3 Interview

An informal interview has been conducted on four teachers from GBHS Mendong and four others in *Collège la Retraite*. This interview included questions on the communicative-based activities in the classroom. It was as a means to find out whether these activities are implemented by teachers in their classrooms. This was to reinforce the validity of teachers' questionnaire by discussing some of the issues that could not be discussed in the teachers' questionnaire. Questions on the interview guide were pre-set to guide the interview and were not disclosed to the informants. Also, the questions were open-ended and were required to fetch necessary information for the study.

3.5 Validation of Instruments

The research questions provided guidelines and determined which items could actually elicit the intended information for the study. Copies of the questionnaires and interview were given to the supervisor to check whether the questionnaires were appropriate to be administered to the students and teachers. It was after this stage that the questionnaires were distributed to students and to teachers.

3.6 Administration of the Questionnaires

The questionnaires were administered personally to both students and teachers of GBHS Mendong and *Collège la Retraite*. Several appointments were made with the informants concerning the days and time for the administration of instruments. The questionnaires were administered with the collaboration of the administrative authorities of the schools concerned. The exercise was carried out in class by students and some teachers in the staff room. Some other teachers preferred answering theirs while at home.

When administering the questionnaires to students, the researcher was present and answered to students' worries concerning the different questionnaire items. It was with much enthusiasm that students of *4e* filled the questionnaire while those of *1e* were mostly reluctant. Most of the 1e students said they could not fill the questionnaire because it was in English. However, teachers faced no great difficulty in answering theirs.

The Distribution of Student population

The total number of students is 140 drawn from the classes of *4e* and *1e* in the two different institutions. The reason for this choice was to observe the practices in lower classes and those in upper classes as the class level may influence teachers' classroom practices. It will therefore be relevant to have different students' view about their classroom practices. The total number of students is redistributed as presented in the following table:

Table 1: Distribution of student population

Institutions	GBHS Mendong		*Collège la Retraite*	
	4^e	1^e	4^e	1^e
Number administered	35	35	35	35
Number returned	35	35	35	35
Percentages	100%		100%	
Total	100% returned			

As represented on the table above, the questionnaire was administered to a total population of 140 students and the 140 copies were returned to the researcher. This was, however, not the case with the teachers.

The Distribution of Teacher Population

The questionnaire was distributed to twenty teachers; that is ten in each institution. The table below indicates the partitioning of the returned questionnaires:

Table 2: Distribution of teacher population

Institutions	GBHS Mendong	*Collège la Retraite*
Number administered	10	10
Number returned	8	6
Percentages	80%	60%
Total	70% returned	

From the table above, we realize that 8 (80%) of teachers in GBHS Mendong returned their questionnaires to the researcher while 6 (60%) of teachers returned their questionnaire making a total of 70% questionnaires returned to the researcher. It is based on the total number questionnaires returned that our analysis of data shall be done.

3.7 Procedure of Data Analysis

The analysis of the research instruments was based on the opinion of respondent on the item designed for the investigation. The teacher's questionnaires were analyzed concurrently with student's questionnaire. These questionnaires were classified and calculated using the following formula:

$$\frac{AR}{PR} \times 100 = X\%$$

Where,

AR- Actual respondents/responses

PR- Potential responses/respondents

X- Any number inferior or equal to 100.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF FINDINGS

4.0 Introduction

In this chapter, focus is placed on the presentation, analysis and discussion of data collected through questionnaires, observation of lessons, and interview. The results of the data analyzed are presented in frequency tables.

4.1 Analysis of Questionnaires

The analysis of the questionnaire shall be based on the total number of returned questionnaires. Four themes were developed based on the different research questions. It is on the basis of these four themes that the analysis of the data obtained shall be focused.

### 4.1.1 The level of implementation of classroom activities

Classroom activities are at the center of learning. It is therefore important to find out if teachers on the field actually initiate classroom activities in their classrooms. The responses gotten from learners and teachers are illustrated in the table below:

Table 3: Teachers' and students' views on the implementation of classroom activities

| Options	Teachers	Percentages	Students	Percentages
Yes	14	100%	109	77.86%
No	0	0%	31	22.14%
Total	14 teachers	100%	140 students	100%

From table 3 above, we notice on the one hand that 14 (100%) of teachers indicated that they implement classroom activities in the lessons, 0 (0%) of teachers indicated that they do not implement classroom activities. This can be illustrated on the chart below:
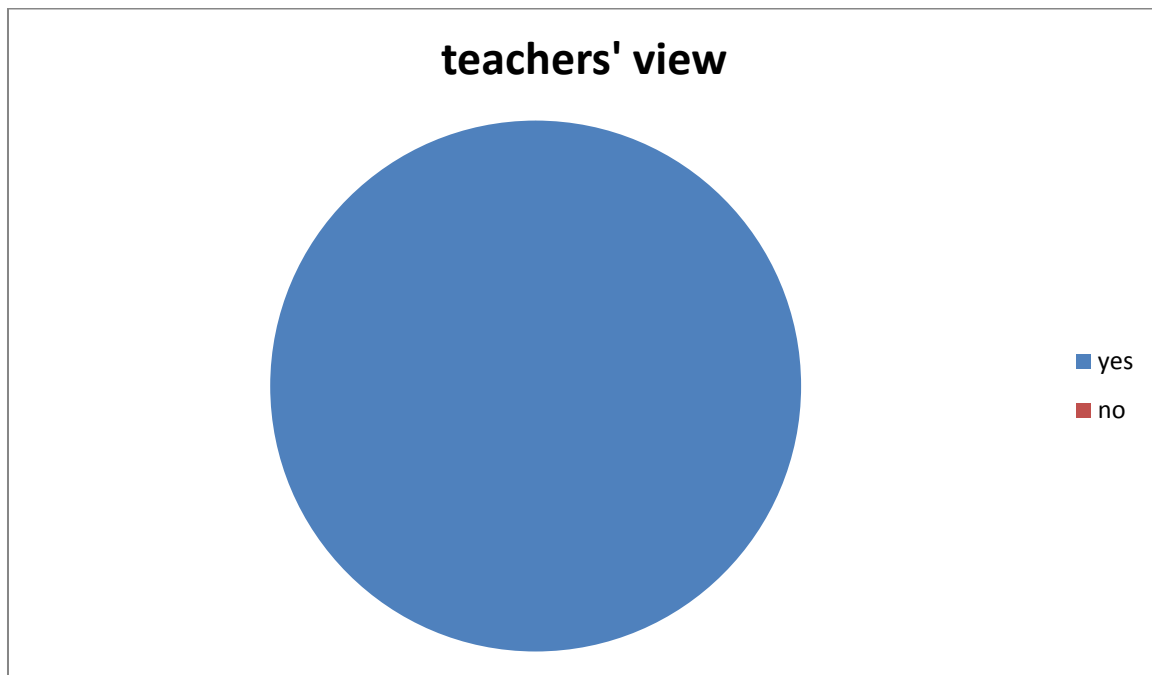
On the other hand, 109 (77.86%) students indicated that their teachers implement classroom activities, while 31 (22.14%) indicated that teachers do not implement classroom activities. As can be seen below:

Figure 2: Students' view on the implementation of classroom activities
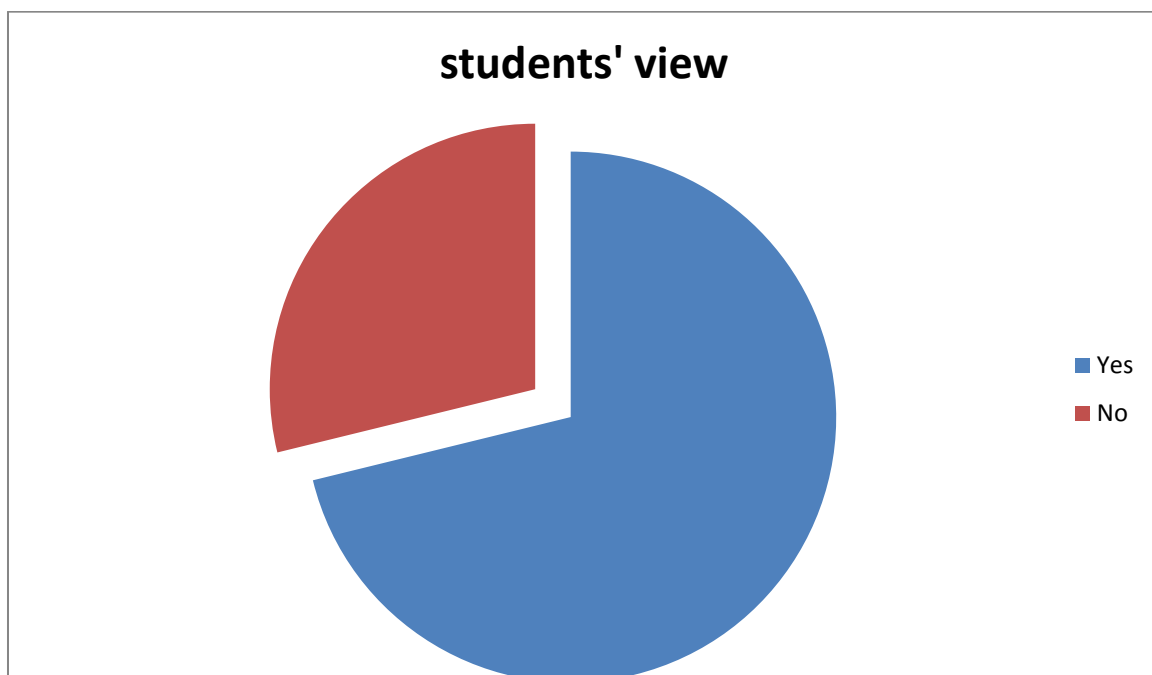
Both views can be best illustrated on the chart below:

Figure 3: Teachers' and students' views on the implementation of classroom activities
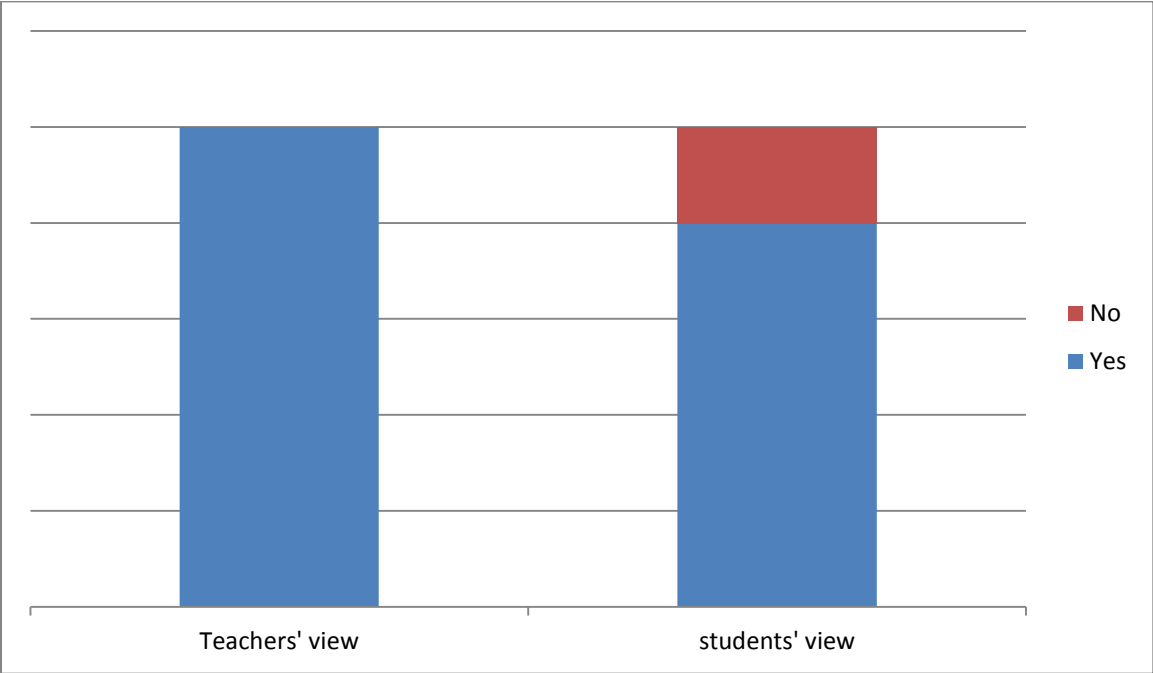
A further question investigated teachers' activities as used in their classrooms. Most of the teachers stated only pair work, group work and brainstorming. Few teachers went beyond implementing: simulation, role play, jigsaw, dramatization, picture interpretation and class debates. Concerning their frequency of implementation of the various activities, teachers' views are presented on the table below:

Table 4: Teachers' frequency of implementation of classroom activities

Options	Frequency	Percentages
Always	2	14.29%
Sometimes	11	78.57%
Rarely	1	7.14%
Never	0	0%
Total	14	100%

As seen above, 2 (14.29%) of teachers said they always use classroom activities in their lessons, 11 (78.57%) of teachers said sometimes aptly describe their frequency, and 1 (7.14%) of teachers admitted that they rarely use classroom activities. However, 0 (0%) of teachers

said they never use classroom activities. From above information we find out that teachers sometimes initiate classroom activities. This according to them is due to learners' attitude toward the subject matter. Learners sometimes tend to be uninterested in the lesson. Consequently, they do not participate in the different activities presented to them: few are the students who actively participate. Given the fact that most teachers limited their classroom activities to pair and group work we begin to question teachers' real implementation of classroom activities.

Students were asked to describe teachers' variation of classroom activities in their English Language lessons. The table below captures their views:

Table 5: Students' view on the variation of classroom activities

Options	Frequency	Percentages
Always	50	35.71%
Sometimes	54	38.57%
Rarely	14	10%
Never	22	15.72%
Total	140	100%

As presented on the table above, 50 (35.71%) students think that teachers always vary their classroom activities. 54 (38.57%) students said that teachers sometimes vary their activities in class. 14 (10%) students noted that teachers rarely vary their classroom activities. 22 (15.72%) students stated that teachers never vary their classroom activities. This is presented on Figure 4 below

Figure 4: Students' view on the variation of classroom activities
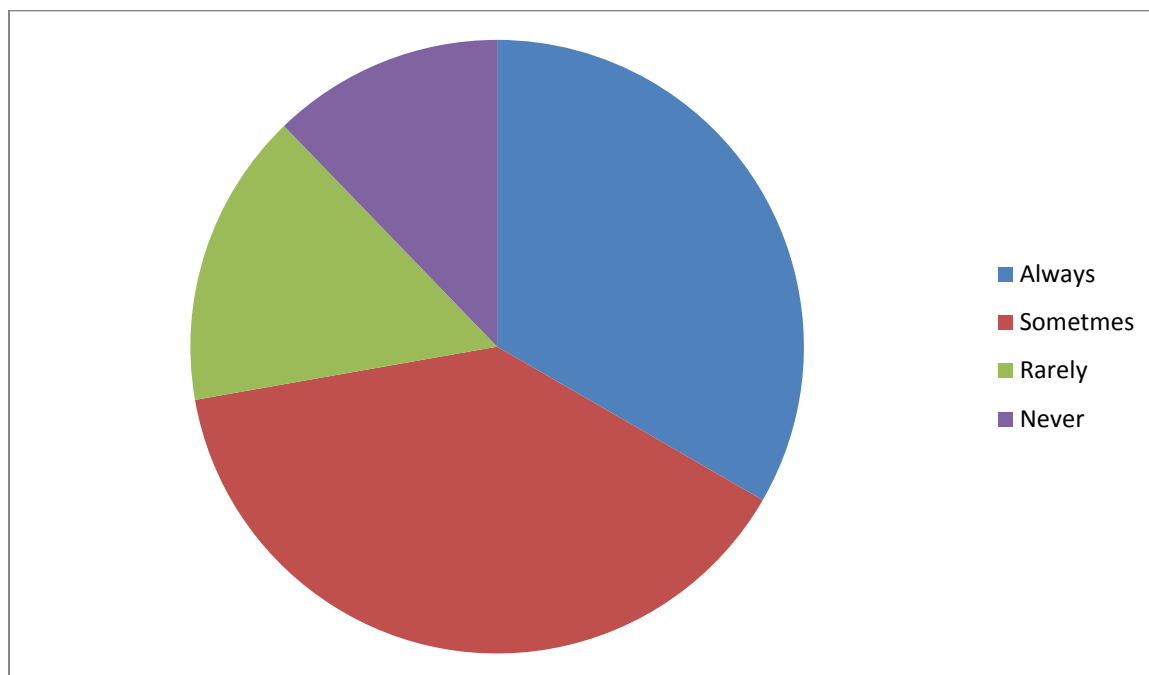
A comparative analysis of students' and teachers' view about the implementation of classroom activities revealed that teachers implement classroom activities but these activities are not optimally varied. We see the recurrence of group work, pair work and brainstorming while other activities are highly neglected by the teachers. Classroom activities are effective methods to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision-making skills. But without careful planning and facilitation, they can frustrate students and teachers and feel like a waste of time.

When asked if they are interested in English language lesson, 88.57% of learners answered yes, 7.86% answered no, 3.57% answered not really and 0% said they never enjoy. Even though it is evident that most students enjoy English Language lessons, some do not enjoy the lessons. The difference in percentages can serve as a proof to the fact that the students sometimes lack interest in the English Language lessons thus they are unwilling to take part in the lessons. Some students admitted that this lack of interest is due to the teacher's fast pace during the lessons; others stated that the lessons are boring and the activities are always the same. Another set of students stated that they enjoyed the lessons thanks to their teacher's creativity, use of realia and visual aids. Another set of student indicated that they enjoyed the lessons because the activities provided give them the opportunity to use and practice the language.

Due to the difficulties in learning English Language, learners can easily lose their interest. Language lessons need to be fun and enjoyable for students to learn. Teachers need to have effective teaching strategies in order for students to grasp better in learning English. It is important for teachers to facilitate students' interest towards learning English Language.

Games play an important role in the learning process. However, from the teachers' questionnaire, we realize that 57.14% of teachers said they do not use games in the course of teaching, while 42.86% of teachers acknowledge that they make use of games in their lessons. This is illustrated on the table below:

Table 6: Teachers' use of games in the teaching/ learning process

Options	Frequency	Percentages
Yes	6	42.86%
No	8	57.14%
Total	14 teachers	100%

Figure 5: Teachers' use of games in the teaching/ learning process
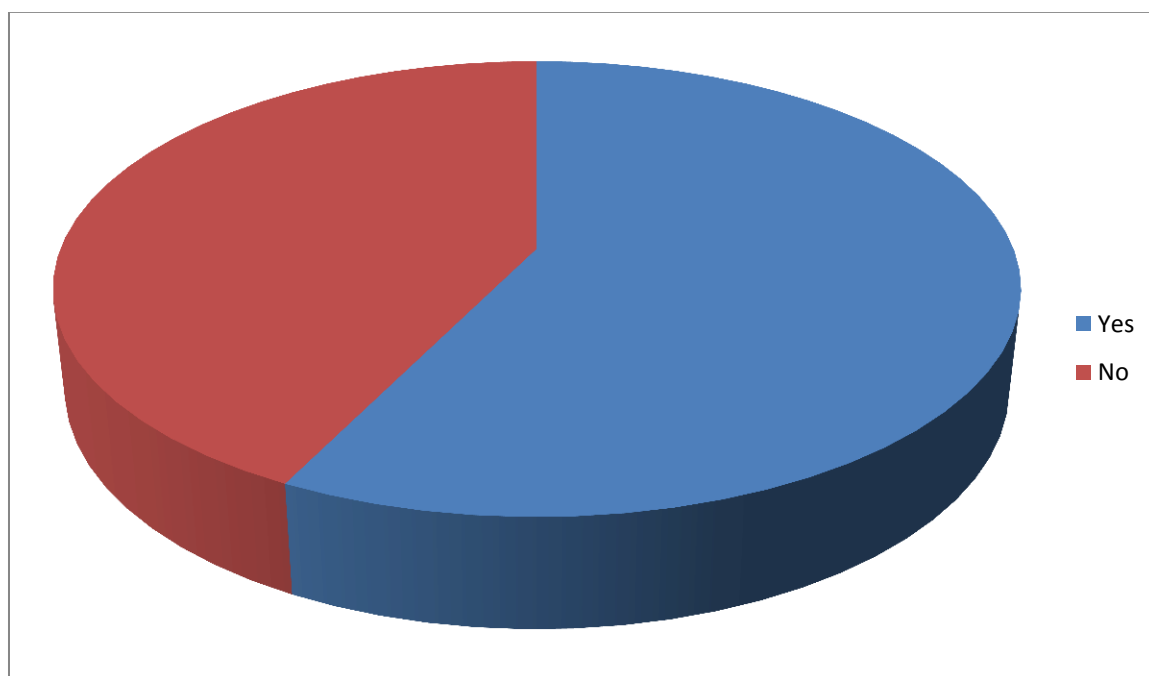
Through games teachers motivate and create interest in the learners. Motivation has an important role in the success and failure in learning. Spolsky (1990) stated that motivated learners are likely to learn more and more quickly than students who are less motivated. In

particular learning situations, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, Wimolmas (2013) stated that students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

4.1.2 Classroom Interactional Patterns

At the level of classroom interactional patterns, we will look at both teachers' and students' view about classroom speaking time. Teacher's views about the interactive patterns were varied as illustrated on the table below:

Table 7: Teachers' view on classroom interactional patterns

Options	Frequency	Percentages
Teacher very active, students receptive	2	14.29%
Teacher and students fairly equally active	12	85.71%
Students active, teachers only receptive	0	0%
Total	14 teachers	100%

From the table above, it is evident that the teachers view classroom speaking time as equally shared between teachers and student. The table above shows that 14.29% of teachers said that the teacher is very active and students are receptive while 85.71% said the teacher and students are fairly equally active. No teacher admitted that students are active and teachers are only receptive. This is illustrated on Figure 6 below:

Figure 6:Teachers' view on classroom interactional patterns
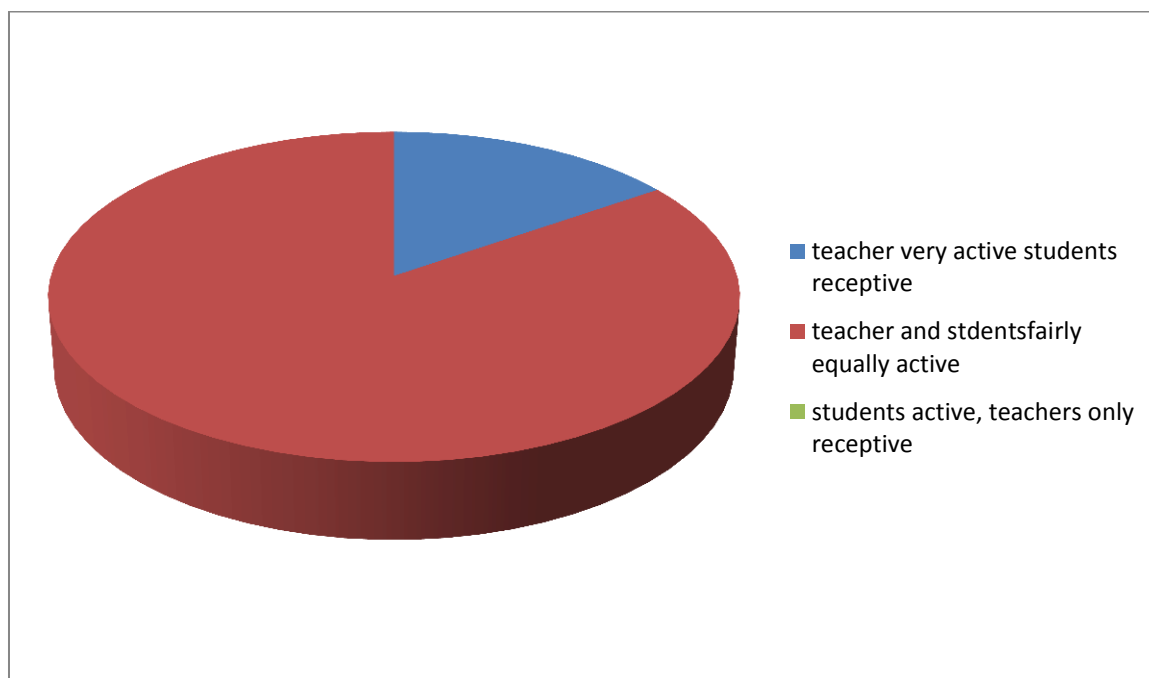
Students' questionnaire concerning the speaking time in class indicated the following results:

Table 8: Students' view on classroom interaction patterns

Options	Frequency	Percentages
Teacher speaks more than students	70	50%
Students speak more than teacher	28	20%
Teacher and students speak equally	42	30%
Total	140 students	100%

From the table above, we realize that 70 (50%) of students indicated that the teacher speaks more than students during lessons. 28 (20%) of students said that students speak more than the teacher. 42 (30%) of students indicated that the teacher and students speak equally during the lessons. This statistic is different from teacher's view about classroom interactive patterns. Figure 7 illustrates students view:

Figure 7: Students' view on classroom interaction patterns
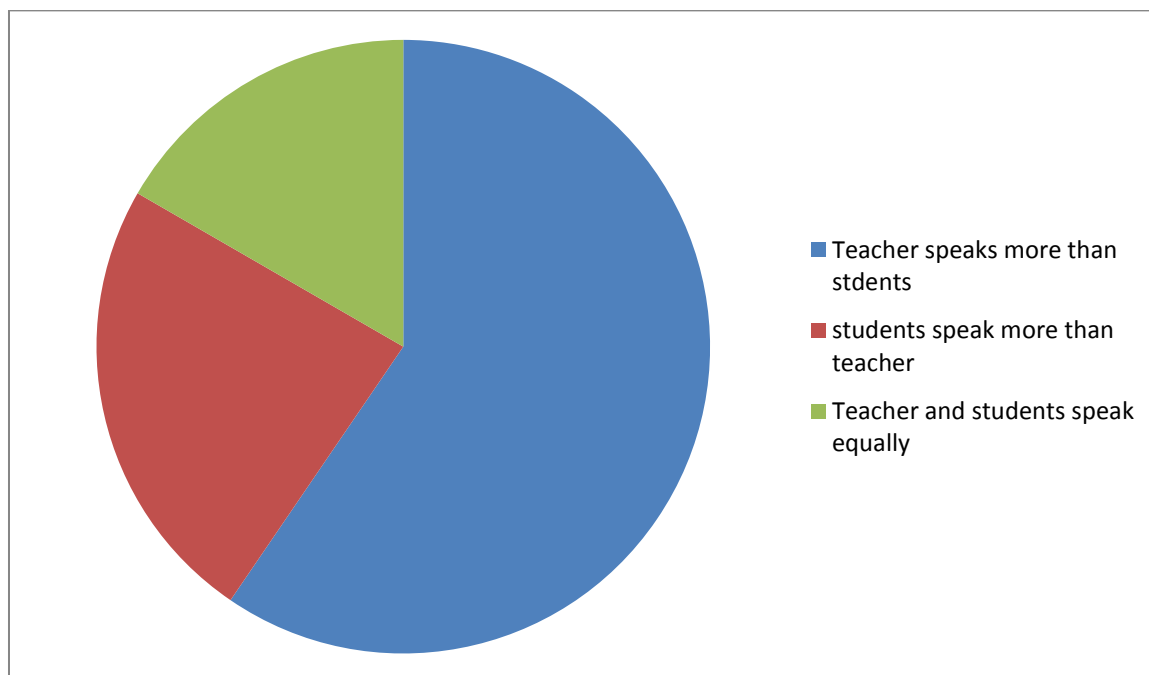
Teachers admitted that they were more active than students during lessons for several reasons. Firstly, most students were reluctant to initiate conversations or to keep the speaking continuous. For this reason, the teachers constantly make use of the Initiation-Response-Feedback (IRF) pattern. In this approach, the teacher asks questions and students respond and from their responses teacher provide feedback. It is a universally used activation technique in teaching. Secondly, students have difficulties in understanding the language and for this reason classroom interaction is sometimes disrupted.

Other teachers claimed that the teacher and students are fairly equally active because they want their students to participate in the lessons. In other words, they want the class to be interactive. However, we know that the SCL approach requires that the students should be more active and teachers should be passive. The teacher's position is no longer in the front of the class but by the sides to help and guide students work.

### 4.1.3 Students' participation in classroom activities

Teachers were required to say how often they required students' participation in the lessons. The table below illustrates their responses:

Table 9: Teachers' involvement of learners during lessons

Options	Frequency	Percentages
Always	14	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%
Total	14	100%

14 (100%) of the teachers said they always require students' participation during their lessons. This suggests that learners are at the center of teachers' preoccupations. This is illustrated on Figure 8 below:

Figure 8: Teachers' involvement of learners during lessons
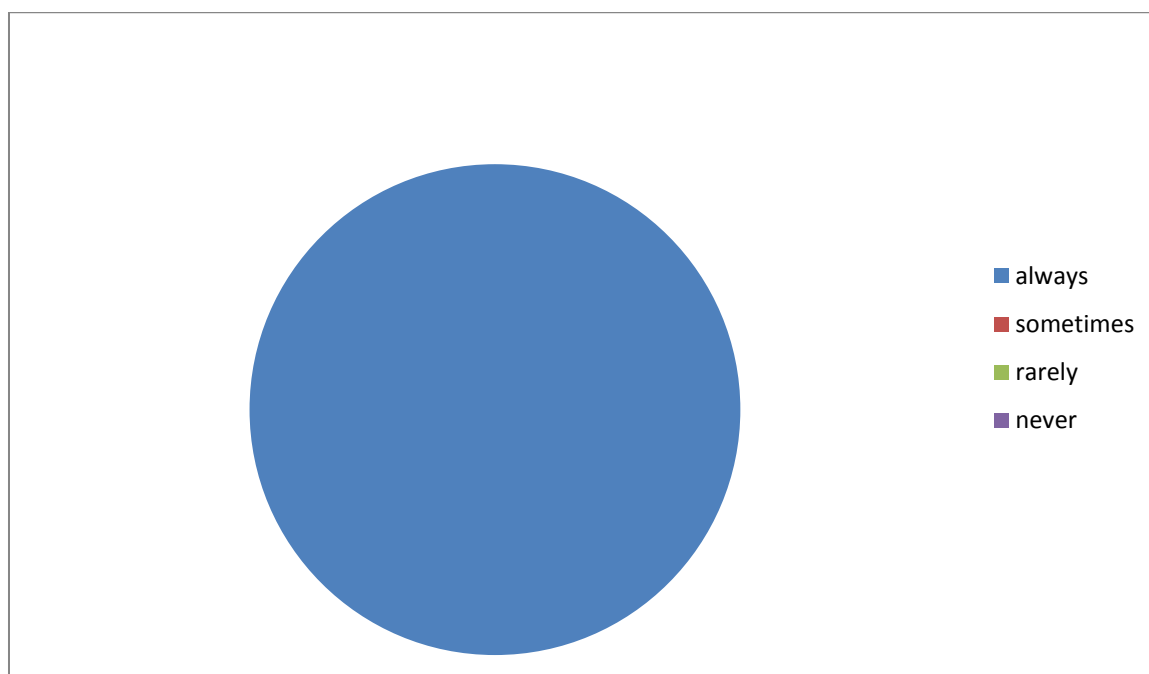
Students were also asked to say how often they participate during the lessons. The results are tabulated below:

Table 10: Students' participation in the learning process

Options	Frequency	Percentages
Always	48	34.29%
Sometimes	51	36.43%
Rarely	22	15.71%
Never	19	13.57%
Total	140	100%

The table reveals that 48 (34.29%) of students said that they always participate during the lessons; 51 (36.43%) asserted that they sometimes participate; 22 (15.71%) of students noted that they rarely participate during the lessons and 19 (13.57%) of students indicated that they never participate during lessons.

Figure 9: Students' participation in the learning process
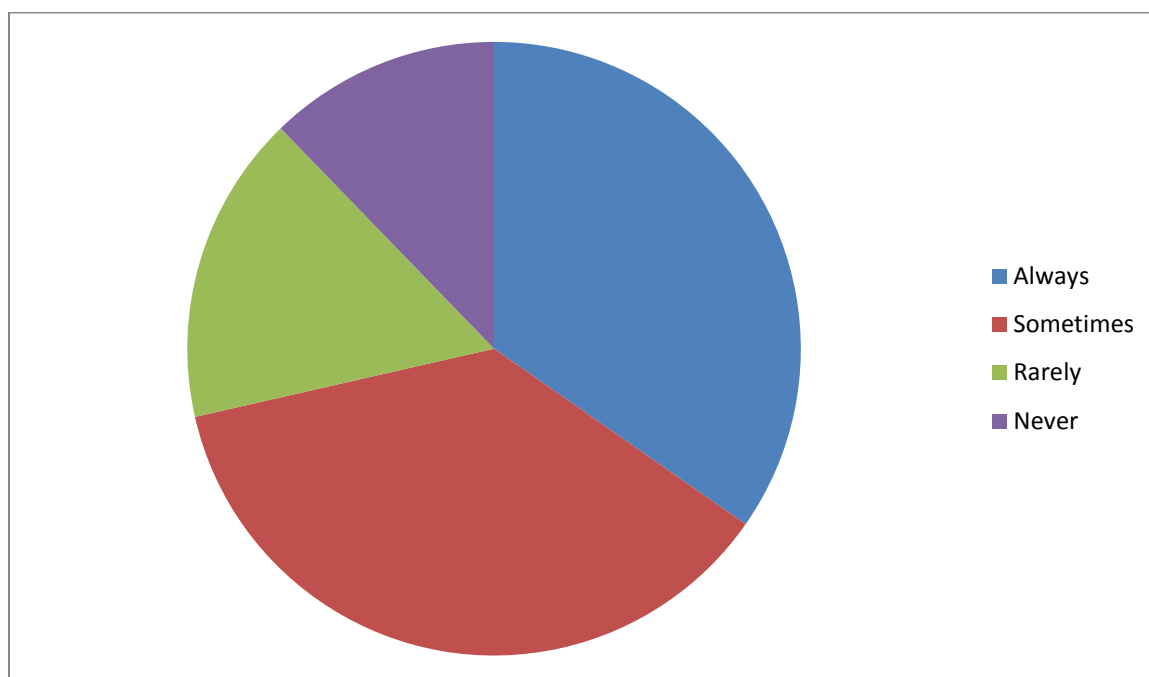
Teachers were also asked to assess their students' level of participation. The following results were obtained:

*Table 11: Teachers' view on students' participation in lessons*

| Options	Frequency	Percentage score
Very high	0	0%
High	1	6.25%
Moderate	13	81.25%
Low	2	12.5%
Total	16	100%

As seen on the table above, 0 (0%) of the teachers asserted that student's level of participation is very high in the classroom. 1 (6.25%) of teachers said students participation was high, 13 (81.25%) of teachers described students participation as being moderate and 2 (12.5%) of teachers noted students' participation as being low.

Table 12: Learners'/ teachers' attitudes towards each other

Aspects	Learners' perception		Teachers' perception	
	Frequency	Percentage	Frequency	Percentage
Very nice	24	17.67%	2	17.65%
Nice	56	40%	8	47.06%
Not nice	49	34.66%	1	11.76%
Cold	11	7.67%	3	23.53%
TOTAL	140	100%	14	100%

The results above show that as concerns learners' perception of their teachers' attitude towards them, most learners 59 (40%) held the opinion that their teachers' attitude towards them was nice while 24 (17.67%) learners considered it as very nice. Up to 49 (34.66%)learners declared that their teachers' attitude towards them was not nice while 11 (7.67%) learners acknowledged that their teachers behaved coldly towards them. The results are better presented in Figure 10 below:

Figure 10: Learners view on teachers' attitude towards them
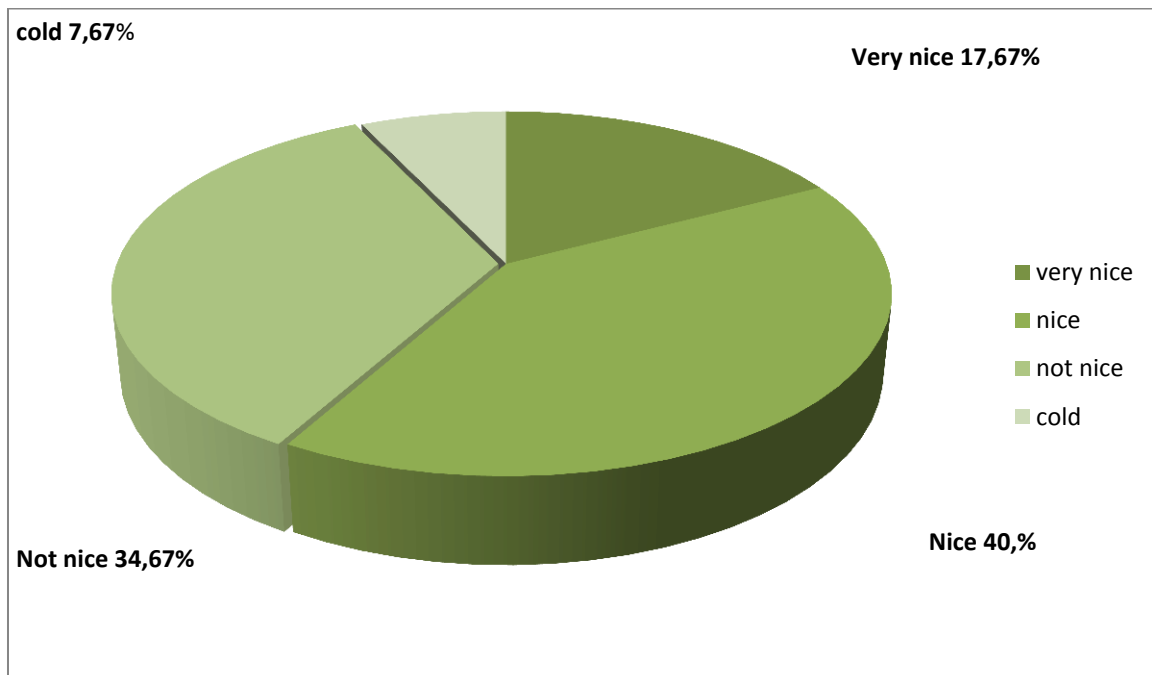
The statistics for teachers' views on learners' attitude toward them indicated that (47,06%) teachers believed that their learners' attitude towards them was nice while (17.65%) teachers held that learners' attitude towards them was very nice. Only (11.76%) teachers said their learners' attitude towards them was not nice while (23.53%) declared that their learners' attitude towards them was cold. The results are captured in Figure 11 below:

Figure 11: Teachers' view on learners' attitude towards them
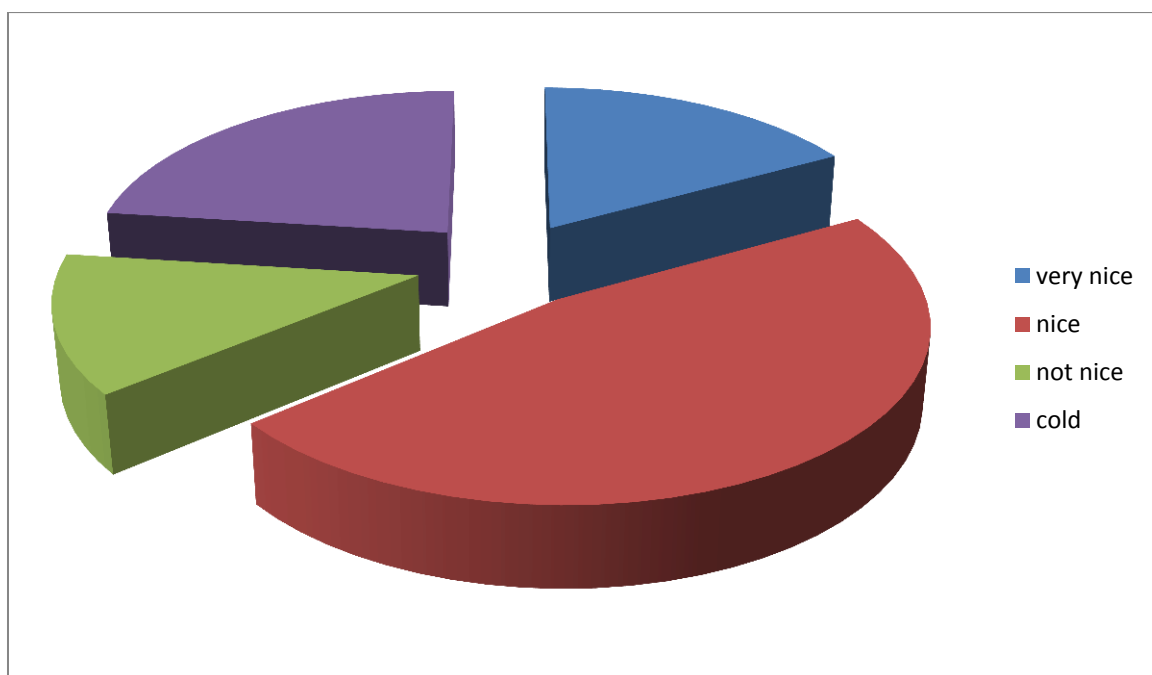
4.1.4 The Effectiveness of Classroom Practices in Relation to Students' Performances

In the course of learning a language, both the grammatical and communicative aspects are important. Teachers were asked if their classroom practices actually help students communicate within the classroom and 100% of the teachers answered yes. However, they advanced different reasons. Some said that their classroom activities facilitates students' understanding of the language and gives them the opportunity to practice the language. Others stated that learners are given tasks that are real to life and suitable to their level.

Learners were asked the same question but got different views from those of teachers. The following table illustrates their point of view:

Table 13: Students' perception of their classroom participation

Options	Frequency	Percentages
Yes	101	72.14%
No	39	27.86%
Total	140	100%

Students' response indicates that 101 (72.14%) of students believe that the language activities help them to practice the English Language while 39 (27.86%) students believe that the classroom activities does not permit them to practice the language. This is illustrated in Figure 12

Figure 12: Students' perception of their classroom participation
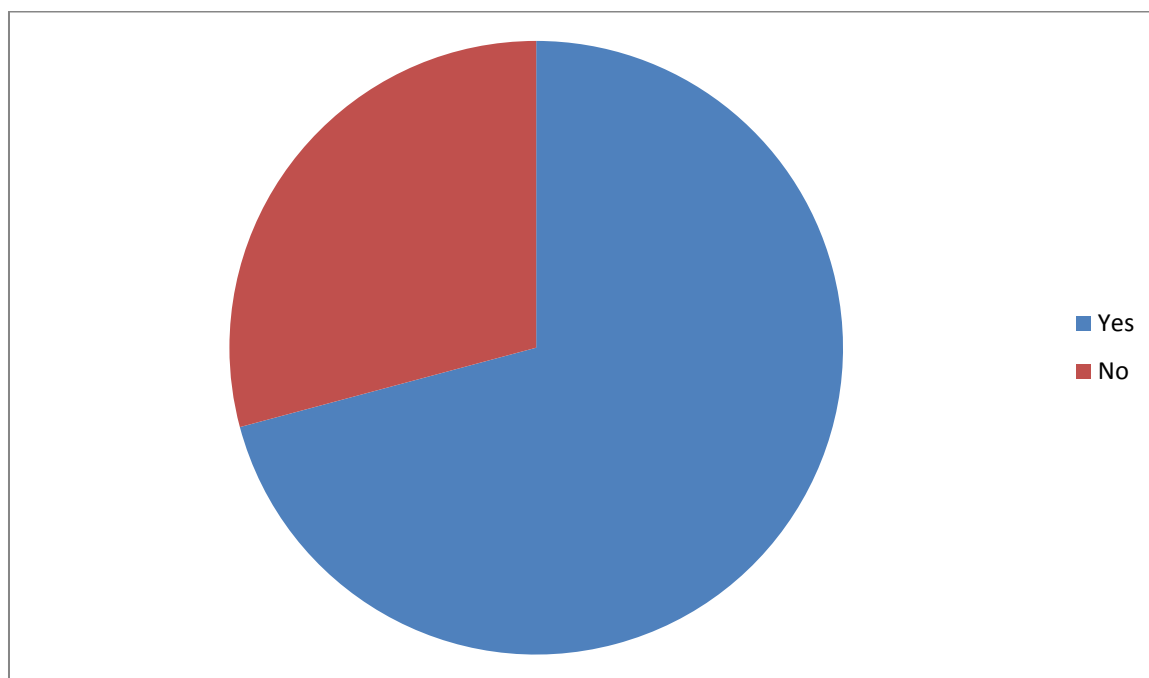
In both questionnaires, teachers were asked if they require projects from students at the end of their lessons. Teachers and students views are presented on the table which follows:

Table 14: Students' involvement in class projects

Options	Teachers' frequency	Percentages	Learners' frequency	Percentages
Yes	12	85.71%	95	67.86%
No	2	14.29%	45	32.14%
Total	14	100%	140	100%

From the table above, we realize that 12 (85.71%) of teachers and 95 (67.86%) of students acknowledge that students are asked to come up with projects at the end of lessons while 2 (14.29%) of teachers said they do not ask students to come up with projects at the end of their lessons and 45 (32.14%) of students deny that they are asked to come up with projects.

Figure 13: Students' involvement in class projects
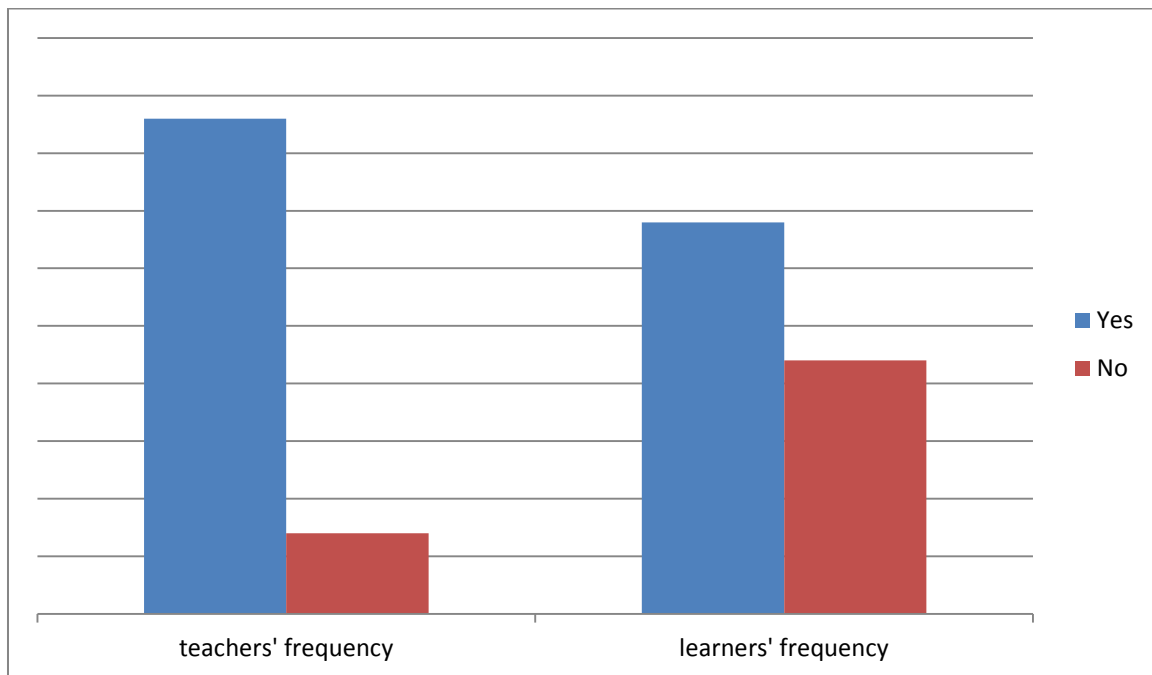
Most teachers agreed that at the end of students' secondary school studies, learners will perform better in English language. This indicates that their teaching practices provide sufficient materials to the learners for learners' development. The rest of the teachers were not of the same opinion. They think that more efforts need to be put together both by the teachers and learners to obtain better performances in English Language.

4.2. Analysis of Classroom Observation

Classroom observation actually reveals the classroom practices that goes on within the classroom context and provides more information concerning classroom events. Two lesson observations were carried out in each of the classes involved in the research, giving a total of 8 observations. Two selected lessons were transcribed to actually come up with the classroom interaction that goes on in the classrooms. Also, classroom observation was meant to find out about the different classroom activities initiated in the classes.

4.2.1 Classroom Interaction

As earlier mentioned, classroom interaction brings about learning. For this reason, we shall analyze classroom interaction in terms of the speaking turns, interactive patterns and students' participation during the lessons.

1) Speaking Turns

We found out that contrarily to what is advocated by the student-centered approach, lessons are mostly teacher centered. Most teachers still use the traditional method of teaching. They dominated the talking in the class. This is evident from the lessons transcripts. Lesson one illustrates the teacher centred approach where the teacher dominates the talking and the students are given the floor to speak only to give answers- predetermined answer. There is no room for multiple interpretations; there is only one right answer. We have been able to provide the ratio of speaking turns in this lesson: 61:43 teacher and students respectively. The ratio is illustrated on the chart below:

Figure 14: Lesson 1's speaking turns
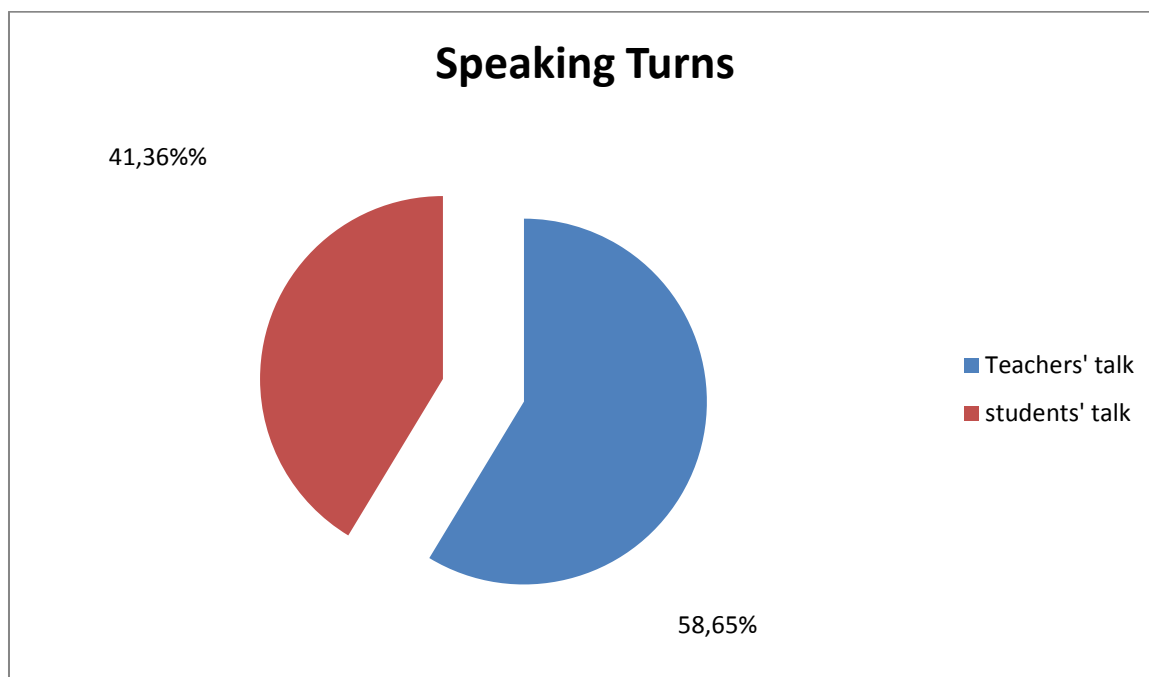
As can be seen, the teacher is very more active than the students, students are passive and there is the absence of pair work or group work. We also observe that the lesson is grammar focused and the communicative aspect is neglected. Students are asked to form their own sentences based on the model proposed by the teacher. The context is not provided from which learners can use the vocabulary items discussed. Also, we notice the absence of supplementary material to ease students' understanding of the lesson or to get the learners attracted in the lesson.

The analysis of the speaking turns in lesson two give us a ratio of 45: 63 that is, teacher and students respectively. The percentages obtained from this ratio are illustrated on the chart below:

Figure 15: Lesson 2's speaking turns
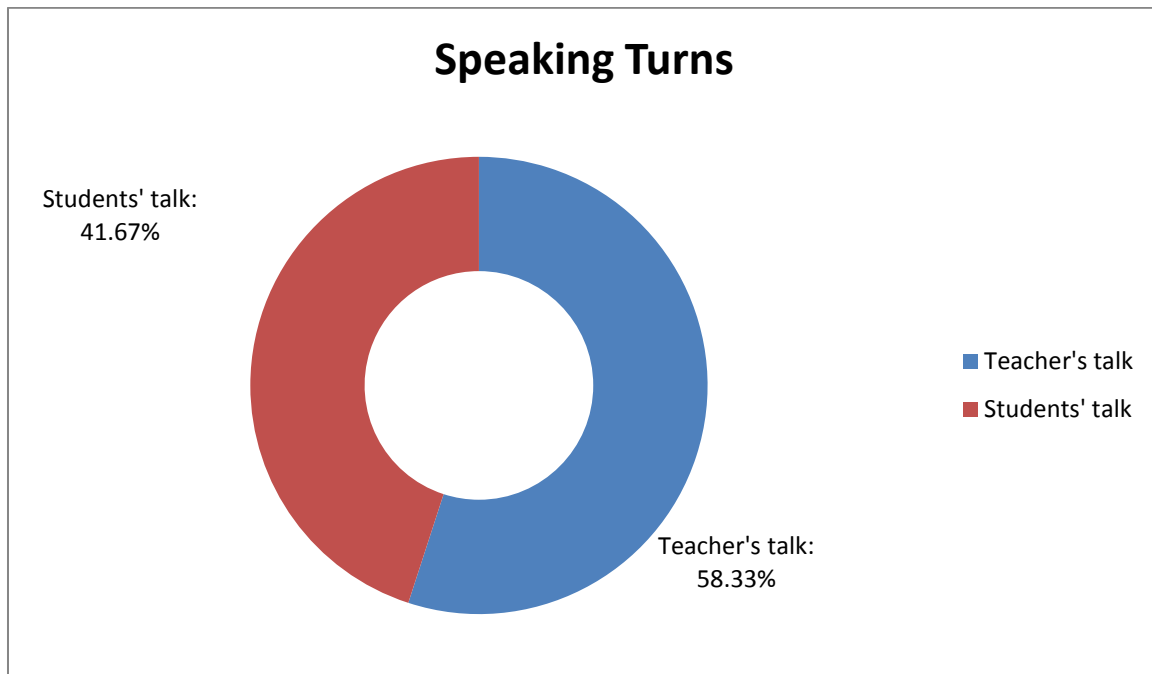
From the chart above, we observe that the teacher's percentage (58.33%) is higher than that of the students (41.67%). However, it is important to note that in this ratio, the students' speaking time during the group work activity has not been added. If it is added, we will obtain a higher percentage on the part of students. This implies that students were more active than the teacher in this lesson. In the same vein, we can mention that group activities put students at the center of the lessons. Students have the opportunity to practice the language and to discover language use by themselves.

2) Classroom Interactive Patterns

There are several interactive patterns that can exist within a language lesson. Our observations revealed that the most commonly used is the teacher-student interaction. In most of the lessons, the teacher mostly spoke to the whole class. We rarely saw instances where the teacher spoke to a student. It is during group work activities that other patterns of interaction were observed like teacher/group of students and teacher/ a student. These interactive patterns bring about communication in the classroom and increase students' opportunities to receive input and practice output.

Furthermore, we rarely observed instances where student/ student or student/ group of students interact. As stated above, such patterns were only present during group activities. Nevertheless, students spoke to their mates in their L1 and their conversations had no relationship with the lesson. Moreover, students rarely initiated discussion with their teacher. That is, student/ teacher interaction. Few students asked questions; students generally spoke to answer to the teacher's questions.

Moreover, students interact with the coursebook writer through the coursebook. This pattern was highly observed in the different classes. This is because most teachers only make use of the coursebook in teaching. In other words, activities proposed in the classroom come from the students' book. In some classes, very few students had the coursebook and the scarcity in its availability contributed in creating disorder in the class; hence, retarding learning. However, through their interaction with the coursebook writer, learners practice the language.

From the above analysis, it is evident that classroom activities that require group work give learners the opportunity to interact. Interaction in turn promotes learning.

3) Students' Participation

In the student–centred lessons observed in the course of data collection, the teacher made use of supplementary materials, visual aids and creativity to capture learners' attention and to keep them busy. This favored students' participation, interaction, productivity and promoted learning. The teacher served as a guide to students when carrying out their activities. Learners worked together within specific contexts and form meaningful sentences.

On the contrary, teacher-centred lessons unmotivates learners by rendering them passive. The large number of students in the classroom generally renders classroom management difficult. Thus, if the lessons are teacher-centred, students will feel idle, disinterested and will tend to make noise as has been observed during the various lessons. Student's lack of interest in the lesson was also visible as most of the students slept during the lesson. Some other students preferred staying out of the classroom rather than getting bored in during the lesson

4.2.2 Classroom activities

From the observation checklist, at the level of class structure teachers sometimes review previous day's content but fail to give an overview of day's content, fail to summarize course content covered but sometimes direct students' preparation for next class. These elements are important to help update learners on the level they are and the relationship between previous lessons and the lesson of the day. This observation is recorded on the table below where:

+++= very often

++= Often

+= Rarely

- = never

Table 15: Observation of classroom structure

Options	GBHS Mendong		*Collège la Retraite*	
Classes	4e	1e	4e	1e
Reviews previous day's content	+	+++	++	_
Gives overview of day's content	_	_	_	_
Summarizes course content covered	+	_	_	_
Directs student preparation for next class	++	+	_	+

At the level of classroom teaching methods, the table below presents our observations:

Table 16: Observation of classroom teaching methods

Options	GBHS Mendong		*Collège la Retraite*	
Class	4e	1e	4e	1e
Provides well-designed material	+	_	+++	++
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	++	+	++	+
Invites class discussion	_	_	_	_
Employs instructional aids (i.e. technology, computer, video, overheads)	_	_	_	_
Delivers well-planned lecture	+++	++	+++	+++

It has been observed that teachers frequently provide well-designed materials; employ non-lecture learning activities like small group discussion, student-led activities; teachers always deliver well-planned lectures: we were able to identify an introduction, a presentation, practice exercise, evaluation exercise and a follow-up activity. However, teachers fail to invite class discussion where students will be free to give their opinions or share their experiences with the teacher or their peers. Such activities help students get comprehensible input and give them the opportunity to practice their output. Thus, this make them become aware of their difficulties and the need to learn more and improve their language competencies. They also fail to employ instructional aids like computers, videos, overheads. This failure is probably due to the absence of classroom facilities like electricity or electric cables. Instructional aids aptly capture students' attention and create interest in the learners. Above all, these aids ease students' understanding of the lesson within a specific context. Thereby, emphasizing the need for contextualization in the course of teaching.

The table below captures the various frequencies obtained at the level of teacher-student interaction in the classroom:

Table 17: Teacher-student interaction

Options	GBHS. Mendong		*College la Retraite*	
Classes	4e	1e	4e	1e
Solicits students input	+++	++	+++	++
Involves a variety of students	++	+	++	+
Demonstrates awareness of individual student learning needs	_	_	_	_

We noticed that teachers always solicit students' input, even though few students were ready to participate in the different lessons. We also noted that the teachers did not always involve a variety of students. They were mostly interacting with the few students that were participating at the front of the class. Those at the back of the class were busy making noise, discussing with their mates in French or sleeping. Also, most teachers failed to demonstrate awareness of individual student learning needs. The teachers cared less about the amount of noise in the classroom, they did not inquire why the students are not participating in the lesson or even listening to what was being said.

Table 18: Observation of lesson contents

Options	GBHS. Mendong		*Collège la Retraite*	
Classes	4e	1e	4e	1e
Appears knowledgeable	+++	+++	+++	+++
Appears well-organized	+++	+++	+++	+++
Explains concepts clearly	++	+	++	+
Relates' concepts to students' experience	++	+	+	+
Selects learning experiences appropriate to level of learning	+	+	+	+

In the observation of the lessons, we realized that the concepts always appeared knowledgeable and well organized but teachers rarely succeeded to relate the concepts to students' experiences. This failure is a great cause of students' lack of interest in the lesson because the concept seem abstract to them. If the concepts were related to students' experiences they may from the context understand the lessons better and can apply it to other similar situations. Teachers also failed to provide input that is I+1 above the students' current level. Most students claimed that they were most at times unable to follow the lessons because the teachers' pace was too fast or because they did not understand what the teacher was saying during the lesson.

Table 19: Observation of other classroom practices

Options	GBHS Mendong		*Collège la Retraite*	
Classes	4e	1e	4e	1e
Structures heterogeneous and cooperative groups for learning	++	+	++	+
Uses probing and clarifying techniques to assist students to answer	++	++	+++	+++
Uses wait time	+	_	_	+
Provides individual help to students	+	+	+	+
Calls students by name	+	++	+	+++
Uses eye contact with all students	+++	+++	+++	+++
Uses proximity with all students equitably	+	+	+	+

From the table, teachers always use eye contact with all students; they sometimes call students by name; they also often use probing and clarifying techniques to assist students to answer; and sometimes use heterogeneous and cooperative groups for learning. Teachers rarely provide individual help to students and proximity with students equitably. They never use wait time in class, to help students reflect before providing a response to an initiation.

4.3. Analysis of Interview

When we compare teachers' response to the different classroom observations, we realize that communicative activities are certainly introduced but to a lesser extent. The activities introduced do not always involve communicative practice which requires language used in real life contexts. There are mainly accuracy activities which focus on the grammatical structure of the language. The fluency activities generally introduced allow learners to express themselves freely without interruptions; but, they are not within specific contexts where students will have to use the language meaningfully.

Also, teachers admitted that they face some difficulties in the implementation of activities especially with second cycle students. They are often reluctant to participate in the activities. This reluctance sometimes creates tension between the students and the teachers. As we said in chapter two, for classroom interaction to be effective, there must be cooperation between the different participants. Added to the above point, instructional time is diminished by disruptive student behavior, unclear instructions, and misunderstandings in the classroom. They render the implementation difficult for the teachers. However, teachers acknowledged the effectiveness of classroom activities to ease students' learning.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND SUGGESTIONS

5.0 Introduction

After presenting and analyzing the results collected from the data, this portion of the study handles the discussion of the findings. The findings are summarized, explained and interpreted, establishing more general trends.

5.1 Summary of Findings

The aim of this study was to investigate the classroom practices at the level of classroom interaction and activities geared toward promoting effective classroom learning. Once more, it is important to emphasize the need of communicative activities that create meaningful interaction because it is only when learners practice the language within real life contexts that they will be able to learn the language. Learners fetch from the input provided by teachers and that provided by their mates to learn the language. So, if the teacher does not create such real life contexts or give students the opportunity to practice the language, classroom activities will mainly be grammar focus.

The student and teacher questionnaire designed for this work was aimed at collecting data on the different classroom practices teachers implement in their classrooms and the classroom interaction that goes on between the different participants of a language lesson. Added to the questionnaires were interviews, classroom observations and tapes of two lessons. The interview was designed to complement the information gotten from the different questionnaires. The tools were administered in two different institutions so as to have a large scope of study and to make the data reliable. From the different analysis, we came up with the following results:

Both teachers and students acknowledged that teachers implement classroom activities in their lessons. However, it was realized that these activities were not varied. Communicative activities like information-gap activities, opinion- sharing activities, picture interpretation, games, role play, and simulations were rarely or never implemented in the various classrooms. Some teachers explained that the plethoric number of students in class serve as a great barrier to the implementation of varied activities.

We found out that the interactive pattern which prevailed in most lessons was the teacher talking to the whole class. It is during the implementation of communicative activities that other interactive patterns developed like teacher/ a student, teacher/group of students, student/teacher, student/group of students; and student/ coursebook writer. This implies that classroom interaction is promoted by the type of activities the teacher implements in the classroom.

Furthermore, we found out that most students are interested in learning the English Language; however, they find it difficult to follow the lessons because the teacher does not take into consideration their individual needs; the teacher does not include sufficient supplementary materials that will ease their understanding and capture their interest in the lesson.

Moreover, given that teachers dominate the speaking time in the classroom, learners are mostly passive than active. We realize that learners' level of participation in class is moderate but not sufficient enough for them to acquire the language. Learners need to be given more opportunities to participate in the lessons. Learners admitted that they do not participate in class because they are scared to make mistakes in front of their class mates, they face difficulties in using the language or they do not understand what the teacher says. This in turn implies that teachers should be aware of individual student needs.

Also, the large number of students in the classroom makes it difficult for the teacher to maintain classroom management and to aptly implement their classroom activities. Most students are distracted by their mates during the lessons and tend not to follow the lessons. Some others sleep in class while other make noise or carry on activities that have no relationship with the lesson.

Finally, most students enjoy English Language lessons and react positively towards the various activities. They evaluated their performances on the questionnaire. 56.43% said they were average in English Language; 30.71% admitted they had poor performance and 12.86% said their performances were impressive. From these results we see that the percentage of less competent students is above that of impressive students. More than half of the population said their performances were average. Thus, the need to ameliorate classroom practices so as to obtain better competences in the English Language.

5.2. Pedagogic Relevance

This work is important in that it brings to limelight the actual classroom practices in secondary school. Field activities sometimes tend to be different from what is prescribed by modern pedagogies.

Furthermore, it will help teachers to be updated on the different activities they can use in teaching and the necessity of making lessons more student-centred. In this light, classroom interaction will be frequent and effective for language learning.

In conclusion, we can assert that academic learning time- the amount of time that students are actively, successfully, and productively engaged in learning- is a strong determinant of achievement.

5.3. Recommendations

In the course of carrying out this research, it has been noticed that classroom practices are not efficiently carried out. Hence, the need arises to make some recommendations to improve the teaching and learning of English Language.

Teachers should try to be more creative and resourceful in teaching. They should get acquainted with more classroom activities and adapt those activities to their subject matter. Activities like class debate, role play, simulation, jigsaw activities and information gap activities. Also, teachers should make more use of collaborative activities, cited above, because it is mostly through pair and group work that they can manage our plethoric classrooms. More so, classroom interaction should be emphasized: students learn more by interacting with their environment.

The Cameroon English Language and Literature Teachers Association (CAMELTA) should organize seminars where teachers are sensitized on the need to implement and vary collaborative activities that promote meaningful interaction in the classroom. CAMELTA should also provide strategies for teachers to create appropriate environment for the learning of English Language.

Students should be given tasks like exposés group projects and research to carry out of the classroom to keep the learning process continuous. Parents should follow-up their children's activities at home and provide the necessary material.

5.4. Difficulties Encountered

The researcher came about some setbacks in the realization of this research. For instance, there was time constraint. The researcher did not have enough time to carry out the research properly given that no time in the school schedule is actually reserved for that.

Also, administering the questionnaires and interviewing the teachers in the different institutions was difficult. This was because the school administrators complained about the tight schedule given that the students were writing the fifth sequence. This impacted so much so that some of the questionnaires were not all returned to the researcher. Also, it was not easy to get the students answering the questionnaire; some students refused claiming that it was in English and they are neither capable of understanding nor writing the English language.

5.5. General Conclusion

This work entitled "an investigation of classroom practices in some secondary schools in Yaoundé: the case of GBHS Mendong and *Collège la Retraite*" aimed at looking into the classrooms to find out the classroom interaction that goes on in the classroom between the various participants and to look at the classroom practices in general. By classroom practices we mean those activities that take into account both the grammatical and the communicative aspects of the language. In order to carry out this research, questionnaires, interviews and classroom observations were set up.

The results of the study showed that teachers still follow the teacher-centred approach. The classroom context therefore needs to be managed in such a way that acquiring language should be done in a natural context through the introduction of real life situations. Teachers need to promote active learning classrooms that captivate students' interest and encourage classroom participation. It is only through classroom interaction that the learners can acquire and effectively practice the language.

5.6 Suggestions for Further Research

This work cannot claim to have exhausted all aspects of classroom practices. Research can be pushed forward in the domain and researchers can direct their focus on classroom practices within the ESL context; other researchers can also enlarge their scope with more students, more teachers, or different institutions.

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APPENDIX A

TEACHERS QUESTIONNAIRE

This exercise is meant to collect data that will be used to complete research for my dissertation which has to do with ESL classroom activities. This exercise is for the purpose of research and for this reason all information will be treated as confidential.

Thank you for you kind collaboration.

Please tick (√), mark an (X) in the box or fill in the blanks with necessary information.

1) School ……………………………………………………………………………………

2) Sex …………………………………………………………………………………….

3) Qualification………………………………………………………………………………
   A) A/L ☐   B) B.A. ☐   C) DIPES I ☐ D) DIPES II ☐

4) Teaching experience
   A) 1-3 years ☐ B) 4-6years ☐   C)7-9years ☐   D) 10years and above ☐

5) Do you implement classroom activities?
   A) Yes ☐   B) No ☐

6) Which are some of the activities you use in your classroom?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

7) How often do you use these activities?
   A) Always ☐   B) Sometimes ☐   C) Rarely ☐   D) Never ☐
   Why?
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

8) Do you use games in your classrooms?
   A) Yes ☐   B) No ☐

9) What is the interactional pattern you commonly use?

A) Teacher very active, students receptive ☐   B) Teacher and students fairly equally

active ☐   C) Students active teachers only receptive ☐

Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

10) Which of the following best describes the relationship with your students?

A) Very nice ☐   B) Nice ☐   C) Not nice ☐   D) Cold ☐

11) How often do you require students' participation during your language lessons?

A) Always ☐   B) Sometimes ☐   C) Rarely ☐   D) Never ☐

12) How can you assess the students' level of participation in the lesson during classroom

activities?

A) Very high ☐   B) High ☐   C) Moderate ☐   D) Low ☐

13) Do your classroom activities actually help students communicate within the

classroom?

A) Yes ☐   B) No ☐

Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

14) At the end of your lessons do your students come up with personal or group projects?

A) Yes ☐   B) No ☐

15) By the end of their secondary school studies, can learners perform better in English

Language?

A) Yes ☐   B) ☐

Thanks for your cooperation

QUESTIONNAIRE FOR STUDENTS

I will like you to help me by answering the following questions concerning activities in an English Language classroom. I am only interested in your personal opinion which I believe will be sincerely answered.

Please tick (√), mark an (X) in the box or fill in the blanks with necessary information.

1) School…………………………………………………………………………..

2) Name (optional)………………………………………………………………...

3) Class……………………………………………………………………………

4) Sex……………………………………………………………………………

5) Do you enjoy your English Language lessons?

   A) Yes ☐   B) No ☐   C) Not really ☐   D) Never ☐

   Why?

   …………………………………………………………………………………

   …………………………………………………………………………………

6) Does your teacher implement classroom activities during her lessons?

   A) Yes ☐   B) No ☐

7) How often does your teacher vary activities during the language lessons?

   A) Always ☐   B) Sometimes ☐   C) Rarely ☐ D) Never ☐

8) How often do you participate in the lessons

   A) Always ☐   B) Sometimes ☐   C) Rarely ☐   D) Never ☐

   Why?

   …………………………………………………………………………………

   …………………………………………………………………………………

   …………………………………………………………………………………

9) How will you describe the speaking time during the lessons

   A) Teacher speaks more than students ☐   B) Students speak more than teacher ☐

   C) Teacher and student speak equally ☐

10) How will you describe your teachers' attitude toward you?

   A) Very nice ☐   B) Nice ☐   C) Not nice ☐

11) Do the classroom activities actually help you to practice the language?

A) Yes ☐   B) No ☐

Why?

…………………………………………………………………………………………

…………………………………………………………………………………………

12) Are you asked to come up with projects at the end of lessons?

   A) Yes ☐   B) No ☐

13) What is your level of performance in English Language?

   A) Poor ☐   B) Average ☐   C) Impressive ☐

Thanks for your cooperation

APPENDIX C

Sample Observation Checklist

Name

Class observed

Observer

Date

Time

Department

Class structure

Reviews previous day's content

Gives overview of day's content

Summarizes course content covered

Directs student preparation for next class

Methods

Provides well-designed materials

Employs non-lecture learning activities (i.e. small group discussion, student-led activities)

Invites class discussion

Employs other tools/instructional aids (i.e. technology, computer, video, overheads)

Delivers well-planned lecture

Teacher-student interaction

Solicits student input

Involves a variety of students

Demonstrates awareness of individual student learning needs

Content

Appears knowledgeable

Appears well organized

Explains concepts clearly

Relates concepts to students' experience

Selects learning experiences appropriate to level of learning

Other comments

Uses probing and clarifying techniques to assist students to answer

Uses wait time

Gives students effective, specific, oral and written feedback that prompts improved performance

Provides individual help to all students

Calls students by name

Uses eye contact with all students

Uses proximity with all students equitably

Transcript of lessons

Lesson 1

Name

Class observed

Observer

Date

Time

Writes the date on the board

Writes the title of the lesson/listening: People's shopping habits

TT: answer the questions am going to ask

TT: where do you always go and buy your things?

ST: market, supermarket

TT: what do you do when you go to the market to buy?

ST: you greet the seller

TT: good

ST: ask for the price

ST: you select what you want to buy

TT: good

ST: you argue the price

TT: good.

TT: now look and repeat after me

TT: supermarket

ST: supermarket

TT again

ST: supermarket

TT: NIKI, DOVV, how do we call them?

ST: Supermarkets

TT: what is a supermarket?

ST: a supermarket is a big market where we buy things

TT: (when am writing write too or I will wipe the board), a supermarket is a large self-service shop where we buy the things we need.

TT: stop noise

TT: give examples

ST: MAHIMA, CASINO, SANTA LUCIA

TT: now repeat after me, groceries

ST: groceries

TT: give examples of some of the edible items we can buy in the market

ST: onions, vegetables, yams, rice

TT: ok, how do we call all these items?

ST: aliments

TT: no

ST: diet

TT: before talking of diet, how do we call these items?

ST: food items

TT: another name for food items is groceries

TT: groceries are commodities like food and other goods for home that you buy regularly.

TT: somebody should make a sentence with the word groceries

ST: I usually go to the market on Saturday to buy groceries

TT: good

TT: stop noise

TT: everyone should repeat after me, special store

ST: special store

TT: Can we buy fishes from a bookshop?

ST: no madam

TT: can we buy textbooks in a drugstore.

ST: No madam

TT: so how do we call these stores?

ST: … (silence)

TT: we call them special stores, why do we say special stores?

ST: because they sell special things

TT: yes, because they sell special goods, so these stores are special stores.

TT: now I want you to name the things you do every morning

ST: I brush my teeth

ST: I pray

ST: I take my breakfast

ST: I go to school

TT: good

TT: a normal human being should pray, take a bath, do his/her household chores.

TT: how do we call these things we do every morning or all the time?

ST: … (silence)

TT: ok they are call habits, so what are shopping habits?

ST: they are the things that we do when we want to buy something

TT: good, give examples

ST: I always take my purse

ST: my shopping habit is to buy something to eat while buying things.

TT: repeat after me, cheap

ST: cheap

TT: at the back repeat

ST: cheap

TT: again

ST: cheap

TT: ok, what is the opposite of cheap

ST: expensive

TT: when something is cheap what does it mean?

ST: it means that the price is very low

TT: good, cheap means not costing a lot of money.

TT: can somebody construct a sentence with the word cheap?

ST: these shoes are very cheap

TT: these shoes are cheap, yes

TT: someone else

ST: my handbag is cheap.

TT: good.

TT: now do exercise 1 page 60 of your textbook

TT: draw this table in your exercise book and later I will read the text and you will fill it.

TT: you have five minutes

ST: madam, we are not understand the instructions

ST: madam what should we do?

TT: listening to the passage I am going to read, look at the table and you are going to fill in what lacks in the table.

TT: (reads the passage)

TT: (second reading)

TT: complete the table and let's do the exercise.

TT: now, let's answer the exercise. Somebody should do number one

ST: fruit vegetable and meat

TT: good, someone else number two.

ST: oil salt and sugar

TT: number three

ST: electronic equipments

TT: yes, number four

ST: fish, chicken, tomatoes, pawpaws, rice, pasta, clothes and shoes

TT: now, number five

ST: furniture

TT: excellent

TT: where is the logbook?Class prefect.

Lesson 2

Name

Class observed

Observer

Date

Time

TT: good morning class

ST: good morning madam

TT: sit down,

TT: why are you still standing?

ST: …(noise)

TT: stop noise and sit.

TT: what is the date of today?

ST: Monday, 08th February 2016.

TT: Mbiya, go and write the date on the board.

TT: now, I want you to look at the action I am going to perform and I want you to describe it. (teacher eats an apple)

TT: what am I doing? yes

ST: you are eating an apple

TT: good. (teacher writes the sentence on the board)

TT: ok, look at the picture, what can you see?

ST: men piloting a plane

TT: how are the men, are they sitting, standing, eating?

ST: they are sitting in the plane. (the teacher writes the sentence on the board)

TT: somebody should read the sentences on the board. Yes Djasta

ST: I am eating an apple,

ST: the men are sitting in the plane.

TT: plane, the men are sitting in the plane.

ST: the men are sitting in the plane

TT: good

TT: Now, let's look at the underlined words on the board, what is their part of speech?

ST: they are phrasal verbs

TT: no, someone else

ST: they are verbs

TT: good, in which tense are these verbs?

ST: they are in the present continuous tense;

TT: how do we form the present continuous tense of verbs?

ST: we use the auxiliary verb and the ing form of the verb.

TT: good we use the auxiliary verb and the ing form of the main verb.

TT: I have a friend who has a problem, she has no place to live and she needs someone to help her. Here is my friend. (shows the picture of a girl)

ST: woow, she's beautiful

TT: if there is any one of you who can help her take down her telephone number. (writes a telephone number on the board)

TT: now, look at the sentence on the board, somebody should read that sentence.

TT: yes Megne

ST: please, take down the telephone number of the girl.

TT: good

TT: somebody should underline the verb in that sentence

ST: take

TT: is it only take?

ST: take down

TT: how many words are there in this verb?

ST: there are two words

TT: what are the parts of speech of these two words?

ST: the verb 'to take' and the …

TT: and the preposition 'down'

TT: how do we call this type of verbs?

ST: they are called phrasal verbs.

TT: yes, a phrasal verb is a word made up of a verb and a particle. The particle can be an adverb or a preposition. The particle can completely change the meaning of a verb. Example: take my pen (hands a pen to a student). What do you mean is the meaning of 'take'?

ST: it means to receive something

TT: not really receiving, it means to give something to somebody.

TT: but now look at 'please, take down the telephone number of the girl. What does it mean to take down?

ST: it means to copy notes

ST: it means to write something

TT: you are all right; it means to write down something.

TT: our lesson today is about phrasal verbs. But, our focus will be on phrasal verbs with 'take'.

TT: (puts a chart on the board) now repeat after me

TT: take down

ST: take down

TT: take away

ST: take away

TT: take off

ST: take off

TT: take out

ST: take out

TT: take on

ST: take on

TT: take after

ST: take after

TT: take back

ST: take back

TT: take apart

ST: take apart.

TT: good

TT: we have looked at take down already, what did we say was the meaning? Yes, Medonpou

ST: take down means to write something down

TT: good; now I want you to form sentences with the phrasal verb 'take down'

ST: please, take down your notes.

TT: good Donza

ST: please, take down the exercise

TT: look at this picture, what can you see?

ST: a policeman taking away somebody.

TT: so what do you think is the meaning of take away?

ST: it means to arrest somebody

TT: do you really think it means to arrest? Look well, is the man willing to go?

ST: no madam

TT: take away means to remove somebody or something. The policeman took away the prisoner. Make other sentences.

ST: remove your bock from my table.

TT: very good

TT: (the teacher takes a toy airplane from her back and shows students the act of taking off) look my plane is taking off. Can someone tell me what it means to take off?

ST: it means that the plane is 'decoller'

TT: it really means "decoller" in French. Somebody should try and define it in English

ST:…

TT: take off means to leave the ground or to begin to fly. Example: the plane took off about two hours ago.

TT: you all know Valentine's Day isn't it?

ST: yes madam, lovers

TT: where do you usually go to on Valentine's Day?

ST: to restaurants, Bois Saint Anastasia, to Night Clubs.

TT: good. Now, look at this picture, if I say this man took his wife out to Dolce Vita on Valentine's Day. What is the meaning of take out?

ST: to go out with her.

TT: it does not only mean to go out but to go out to a restaurant, a club, a theatre. Now make your own sentences using take out.

ST: my friend took me out to "chop et yamo"

TT: good.

ST: yesterday we took out to a night club.

TT: note that someone takes other people out, so it will be correct to say that yesterday, my friend took me out to a night club.

TT: now, I want to work in groups of Six and come up with the meaning of the remaining phrasal verbs. Also, provide examples to show that you have understood the phrasal verbs.

(Students discuss in groups and try to come up with the meaning of the phrasal verbs.)

TT: you have ten minutes to do the exercise

TT: hurry up

Interface Guide

Fluency activities

Accuracy activities

Information-gap activities

Jigsaw activities

Task-completion activities

Information-gathering activities

Opinion-sharing activities.

Problem solving

Picture interpretation

A. Do you know some of these activities?

B. Do you sometimes use them in your classrooms?

C. What difficulties do you encountered in implementing these activities?

D. How effective do you think they are in the teaching/learning process?